DOCUMENT RESUME

ED 182 551 CE 024 183

AUTHOR Gary, Robert R.
TITLE Placement and Follow-up Development Project. Vocational Education Region Four, Bowling Green, Kentucky. Final Report, Fiscal Year 1979.
INSTITUTION Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
PUB DATE Dec 79
NOTE 347p.; Some pages will not reproduce well due to small, light type on colored paper; For related documents see ED 163 219

EDRS PRICE MF01/PC14 Plus Postage.
DESCRIPTORS Employer Attitudes; Employment Services; *Graduate Surveys; *High School Graduates; *Job Placement; *Models; Program Development; Program Evaluation; Program Guides; Program Improvement; Regional Planning; Secondary Education; Statewide Planning; Student Personnel Programs; Surveys; *Vocational Education; *Vocational Followup; Vocational Maturity
IDENTIFIERS Kentucky

ABSTRACT

This project report includes a brief narrative, the model placement and followup system developed for statewide implementation in vocational education programs, and an employer survey. The guide for the establishment and operation of a school-based placement and followup system is divided into two sections: general information and operational procedures. Part 1 provides the history of its development, code of ethics, definitions, objectives, and expected outcomes. Part 2 describes the procedures for the placement and followup components and provides a time and event schedule and all forms needed for system implementation and maintenance. The revised manual has four additional sections. Part 3, on the system management plan, describes all procedures and includes a flow chart model, vertical line flow model, and task identification chart for each of the subsystems. In part 4, work readiness program (sample materials), the job clinic and other phases of the program are discussed. Part 5, discussing the regional implementation plan, gives guidelines, including timelines, calendar of activities, suggestions for leadership teams, and inservice objectives and agenda. Part 6, plan for program improvement, provides an orientation to the basics of developing and implementing a formal procedure for program assessment and revision. The employer survey summarizes data from students' employers concerning level of vocational training, work attitude, and comparison with other employees. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

3/19/80

ED182551

FINAL REPORT
Fiscal Year 1979

PLACEMENT AND FOLLOW-UP DEVELOPMENT PROJECT
VOCATIONAL EDUCATION REGION FOUR
BOWLING GREEN, KENTUCKY

by

Robert R. Gary

Project Director

December 1979
Vocational Education Region Four
1845 Loop Drive, Box 1868
Bowling Green, Kentucky

Project Number X99880 4406 DD

The statements or contents of this report do not necessarily reflect the views or policies of the Bureau of Vocational Education, State Department of Education, Commonwealth of Kentucky.

CE 024 183

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TABLE OF CONTENTS

ACKNOWLEDGEMENTS 1

STATEMENT OF NONDISCRIMINATION 3

THE RELATIONSHIP OF THE PURPOSE OF THE EDUCATION AMENDMENTS OF 1976 TO PLACEMENT AND FOLLOW-UP 4

TITLE IX - EDUCATION AMENDMENTS OF 1972 6

ABSTRACT 7

INTRODUCTION 10

ACTIVITIES AND ACCOMPLISHMENTS 12

- Problems Under Consideration 12
- Methods 13
- Results 13
- Conclusions 16
- Recommendations 16

DISSEMINATION ACTIVITIES 17

APPENDIX A 18

APPENDIX B 19

APPENDIX C 20

ACKNOWLEDGEMENTS

The preparation of this manual "A Model System for Placement and Follow-up" as developed, field-tested and revised within Vocational Education Region IV, involved the assistance, advice and skills of many interested people in the Commonwealth of Kentucky. These dedicated individuals, with a wide range of interests and backgrounds, have devoted valuable hours, deliberated at length and given direction to a meaningful program that is essential to the delivery of services to individuals who have been or are enrolled in a variety of vocational education programs.

The Project Director and staff are appreciative of the many contributions of time, effort, energy and skills of the various agencies within the Commonwealth of Kentucky, the State-wide Task Force, the Inter-agency Committee and the Regional Review Committee. Without the help of these dedicated members, the placement and follow-up system would not be the successful model for a state-wide placement and follow-up system.

Consultants:

Buckingham, Miss Lillian
Retired Director of Placement Services
Baltimore City School System
Baltimore, Maryland

McCaslin, Dr. N. L., Research Specialist
Center for Vocational Education
Ohio State University
Columbus, Ohio

Stoycheff, Mr. Peter
Columbus, Ohio

References:

Career Assistance and Placement Service
Triton College
River Grove, Illinois

Development and Demonstration of a
  Model Follow-up Procedure
Research Coordinating Unit
Commission for Vocational Education
State of Washington
Building 17, Airdustrial Park
Olympia, Washington

School-Based
Career Placement Model
Center for Studies in Vocational
  and Technical Education
University of Wisconsin-Madison
Madison, Wisconsin

Sensible Surveys
Research Coordinating Unit
State Commission for Vocational Education
Olympia, Washington

System for Implementing Review and Follow-up
Purdue University
West Lafayette, Indiana

Model for Implementation of
  School Placement Services
Job Placement Department
Summit County Board of Education
Akron, Ohio

May it be understood that it is virtually impossible to list the names of every person and/or institution having provided input to the project. Therefore, at this point appreciation and recognition is awarded those persons and institutions not listed, but having provided assistance to the project.

STATEMENT OF NONDISCRIMINATION

No person in the United States shall on the ground of race, color national origin or sex be excluded from participation in, be denied the benefits of or be otherwise subjected to discrimination under any program or activity for which Federal financial assistance has been extended.

THE RELATIONSHIP OF THE PURPOSE
OF THE EDUCATION AMENDMENTS OF 1976
TO
PLACEMENT AND FOLLOW-UP

Title I - Vocational Education
Part A - State Vocational Education Programs
Declaration of Purpose

"Section 101. It is the purpose of this part to assist States in improving planning in the use of all resources available to them for vocational education and manpower training by involving a wide range of agencies and individuals concerned with education and training within the State in the development of the vocational education plans. It is also the purpose of this part to authorize Federal grants to States to assist them -

(1) to extend, improve, and where necessary maintain existing programs of vocational education,

(2) to develop new programs of vocational education,

(3) to develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes, and

(4) to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis,

so that persons of all ages in all communities of the State, those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools, will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training." [1]

A study of the law indicates areas that will improve vocational education. These areas are counseling for better understanding of educational and vocational options and industrial arts programs which are designed to help individuals make informed and more meaningful occupational choices. Other implied improvements that must be made in order to better meet the needs of individuals, businesses, and industries are instructional content; methods of instruction; relevant equipment and supplies; identification of traits that are common to an occupation which will aid in the prediction of success of potential students; and the transfer of credit from school to school.

Improvements in the planning process and in the operation of vocational education can be made from analysis of placement and follow-up data. To make overall improvements requires placement data to be comprehensive and to have a well-maintained records management system. These data which are periodically analyzed provide information that can be used to make immediate improvements as well as to plan for improvements. Follow-up information identifies the results of individuals who have completed a program or who have completed a partial program. The follow-up information establishes a firm base from which to make program improvements.

[1] Public Law 94-482, 94th Congress, October 12, 1976.

TITLE IX

EDUCATION AMENDMENTS OF 1972

Sex Discrimination in Education

Title IX of the Education Amendments of 1972 requires that the vocational schools in Region Four not discriminate on the basis of sex in its educational programs, employment practices and activities which it operates. It is the policy of Vocational Education - Region Four to comply with this requirement.

Any person having inquiries concerning vocational schools' compliance with Title IX may contact the following person who has been designated to coordinate efforts to comply with Title IX:

Mrs. Rebecca Forrest
Glasgow School for Practical Nurses
P. O. Box 199
Glasgow, Kentucky 42141

or

Mrs. Rebecca Forrest
Bowling Green State Vocational Technical School
1845 Loop Drive
P. O. Box 6000
Bowling Green, Kentucky 42101

Inquiries about Title IX requirements may also be made to the Director, Office for Civil Rights, U. S. Department of Health, Education and Welfare, Washington, D. C. 20201.

ABSTRACT

A. TITLE OF PROJECT PLACEMENT AND FOLLOW-UP MODEL
B. PROJECT DURATION July 1, 1978 to September 30, 1979
C. PROJECT OBJECTIVES

Product

1. Upon completion of the implementation phase of the Placement and Follow-up Model in all of Kentucky's 14 vocational education regions, a standardized, efficient and effective Placement and Follow-up System with built-in alternatives will be operable.

2. Upon completion of the implementation phase of the Placement and Follow-up Model, a follow-up system will be operable which will provide information needed for program improvement and for reporting purposes.

3. Upon completion of the fourth year of the project, evaluate the progress made toward state-wide implementation and the content of the system to determine if it suffices for the needs of vocational education and make warranted revisions.

Management

1. Implement the Placement and Follow-up System in all state operated vocational schools and all vocational programs operated by a local education agency in each of the 14 vocational education regions in Kentucky during FY '79.

D. PROCEDURES

The fourth year of the project was composed of implementing revised placement and follow-up forms, questionnaires, data recording instruments, et cetera. Special emphasis was placed upon (a) expanding the system to include all vocational education programs operated by local school boards at the secondary level and state operated vocational schools in each of the 14 vocational education regions in Kentucky, (b) in-service activities for regional implementation of the system in each of the 14 vocational education regions in Kentucky.

E. CONTRIBUTIONS TO EDUCATION

1. Development of a comprehensive, effective and efficient placement and follow-up system that can be adapted to an individual school, or a regional or state-wide use.

2. Vocational programs will be supplied with available data which will enable them to become more accountable.

3. Increase in number of students placed in jobs related to training.

4. Increase in effective use of follow-up data to update vocational education programs and keep them more relevant to industrial needs.

5. Increase in community involvement with vocational placement and follow-up.

6. Increase in cooperation among agencies to aid in placement of students on jobs and in advancing to the next level of education.

7. Increase in effectiveness of application-interview skills of students.

8. Increase in number of teacher visits to industry and increase in number of student follow-up visits.

9. Identification of job responsibilities necessary for implementing and maintaining an effective placement and follow-up system.

10. Improvement of vocational school, high school, higher education, business, industry and community relations.

11. Provide data to counselors which will aid in placement of students into proper training programs.

12. Make possible more relevant planning of vocational education programs, services and activities.

13. Provide data for research activities.

14. Establishment of effective Job Clinics in vocational schools and high schools.

15. Establishment of regional Job Data Bank for use by vocational students.

16. Establishment of a student availability file.

17. Improvement in state-wide evaluation system.

18. Provide for more effective utilization of craft advisory committees and regional advisory committee.

19. Replacement of unsuccessful activities with alternative or alternatives; refinement of activities that are successful.

20. Improvement of student recruitment in terms of quality and quantity through an improved community relations program.

F. See Appendix A for copy of revised manual

INTRODUCTION

This report is designed to acquaint the reader(s) pertinent to the degree to which the goals were achieved, in both qualitative and quantitative measures, and given in narrative format. The report will also reflect the scope and objectives of the project in order that the reader(s) may be more enlightened relative to the overall project intent.

The reader(s) must be cognizant of the fact that this report covers years one, two, three and four of the project; the first year being used for developing procedures and materials, the second year for an initial field-test in Region Four, the third year for an expanded field-test to include vocational education programs in six regions and the fourth year for state-wide implementation. This report will concentrate on the results of the fourth year.

The following narration was exerted from the placement and follow-up administrative manual and included in this report for the purpose of enhancing the readers' comprehension of the background and purpose of the project. The content of the following is self-explanatory, thus no farther elabration is deemed necessary.

> "The Kentucky Bureau of Vocational Education, 1975, charged the staff of Barren River Vocational Education Region Four with the responsibility for developing and field-testing a model for a comprehensive system for placement and follow-up of vocational students.
>
> Upon completion of the successful field-test and all attendant revisions of the Placement and Follow-up Project in 1976-77, Vocational Education Region Four has provided the model that will serve as a state-wide system of placement and follow-up for all vocational students. Beginning in the 1977-78 school year, the system will be implemented in a number of additional vocational education regions.
>
> As a part of the Career Education movement, and in the total education system, it has repeatedly been emphasized that all youth have needs to be met. Instead of isolating individuals by the paths they have elected to follow, via college or job, placement is seen as career placement, the path to any number of steps to be taken by individuals embarking on the preparation stages. Within the education framework, educational and occupational roles interrelate and provide meaningful opportunities in schools and in work settings for individuals in their long-range career development plans, and at the same time provide mechanics to assist youth in the selection process, culminating in career placement, a necessary ingredient that establishes vital accountability to students, educators and the community-at-large.
>
> The term "career placement" as described in this project refers to a comprehensive system that gives assistance to individuals to make selections of various options, and at the same time provide opportunities for successful entry to selected careers.

What are the implications for vocational education? What are the facts the vocational educator must address?

It is obvious that the work world is changing dramatically - whirlwind changes in materials, equipment, design; number of personnel required to do the work; the location of opportunities; obsolescent jobs requiring potential retraining markets, hiring policies and regulatory agencies - these are but a few impacts being felt by business, industry, service and private communities. The educational programs which will prepare future workers must take these phenomena into account. Enrollments in the education institutions have grown. Increasing numbers are participating in vocational education programs. There are real needs for increasing numbers of instructors in vocational training; staffs must be increased as well as kept up-to-date; equipment must be adequate, current and maintained properly; support personnel must be available to assist students in their career planning, selection and follow through; time to plan and implement programs must be allotted; and money to operate needed programs must be made available. In order to accomplish this, evidence must be gathered to prove that the extra expenditure will result in preparing better qualified employees that are demanded by the work community. No longer can the vocational student complete school without having well-defined levels of competencies and without being given assistance for entry into the job market. Each must be provided opportunities to select employment within an identified perimeter of aspiration and competency.

Vocational education planners need valid data to support decisions pertinent to program effectiveness and for justification for expanding services to students. The development of a comprehensive, formalized system for placement and follow-up will produce data sufficient to support requests for expansion, deletions and/or additions of programs."

ACTIVITIES AND ACCOMPLISHMENTS

Problems Under Consideration:

The project was designed to address itself specifically to the development and field-testing of a placement and follow-up system which could serve as a model for implementation in vocational education programs on a state-wide basis. The objectives for the fourth year were stated in the approved and funded proposal. These objectives are:

Management Objectives

I. Implement the Placement and Follow-up System in all state operated vocational schools and all high school vocational education programs operated by a local education agency during FY '79.

II. Utilize tested and approved in-service activities to facilitate state-wide implementation.

III. Evaluate the Placement and Follow-up System and the methods of implementation and make warranted revisions based on evaluation findings.

IV. Publish and disseminate information regarding the system to appropriate target population.

Each of the above objectives have been achieved, however quantitatively some were achieved at a higher degree than others. The following narration will explain each objective along with all relevant ramifications.

Objective I - During the fourth year of the project, the Placement and Follow-up System was implemented at the regional level in all vocational education in Kentucky. Five regions either fully or partially implemented the system during the third project, thus nine remained to be implemented during the fourth year.

Two factors contributed to a delay in the progress of the implementation. These were (1) inclement weather resulting in many school closures and (2) a delay in completion of printed material necessary for operation of the system.

Objective II -Implementation of the system was accomplished through utilization of the in-service plan as outlined in the Placement and Follow-up Manual, Part V. (See Appendix A).

Objective III-Prior to the end of the fourth year of the project selected persons were asked to evaluate the system. The primary objective was to determine if the overall management procedures and the products were compatible with the needs of vocational education. Minor changes were identified and determined to be warranted.

Objective IV -All published material was disseminated to the appropriate target population.

Methods:

The Placement and Follow-up System was implemented in each vocational education region in Kentucky utilizing the following procedure. Each school chief administrator was asked to appoint a leadership team of three people from the local staff. It was suggested that the chief administrator, the counselor and one vocational teacher serve on the leadership team, however in lieu of a counselor on the staff, a second teacher would serve.

An in-service day was scheduled for regional personnel and local school leadership teams from all schools involved in the field-test in that region.

Individuals from the Bureau of Vocational Education and the Bureau for Manpower Services were invited to attend the meeting. During the in-service day, a thorough orientation to the manual and related materials was provided. Each local school leadership team was given an opportunity to ask "how to" questions pertinent to implementation of the field-test.

An implementation plan was described where-by the project director would serve as an advisor to each region and leadership team throughout the field-test period. Due to the number of teachers involved in the implementation, it was deemed impractical for the project director to attempt to work directly with each teacher in each local school. Therefore, according to the plan the leadership team would coordinate all placement and follow-up activities with the remaining vocational teachers in the local school. The plan also provided for the project director to monitor the activities in each region. At the close of the in-service session, each leadership team was asked to prepare a local plan. (See Appendix B). This plan was designed to provide the local school staff with a procedural guideline for operation of the placement and follow-up system.

Throughout the implementation phase, the project director maintained close contact with satellite region and with each leadership team throughout the test sites. The project director attempted to visit each region one time per month, but due to the severe winter this schedule was not maintained.

Results:

The results of the placement and follow-up project were essentially (1) the development and implementation of a standardized placement and follow-up system for vocational education in Kentucky (2) production of information necessary for reporting purposes (3) the delivering of a placement assistance service to students. (See Appendix A for copy of manual).

The Placement System

The placement system is designed to provide for both job placement and career placement services for vocational education students. The job placement services delivery system is designed to provide for many avenues oriented toward achieving the end result of compatible employment.

One of these avenues is identified as the teacher placement system. It was found that many teachers in the vocational education system maintains individual contacts with employers within their occupational area. Utilizing these contacts the teachers make individual attempts to place their students.

The second job placement avenue field-tested in Region Four and in five satellite regions is the regional operations placement system. This system provides for a regional communications network to serve as a means of disseminating employment information. Upon implementation of the regional operations placement system, all vocational education personnel were asked to report job vacancies to the job availability file. This request did not include vacancies that the local teachers could fill from their class or local school.

The third means of assisting students in locating employment is the state employment service system. Through the efforts of this project, an arrangement was prepared where-by the Bureau for Manpower Services would establish an employment service at the local school level. This arrangement provides for an employment interviewer to visit the school on a regularly scheduled basis, the frequency depending on the demand for placement service. Upon visiting the school, the employment interviewer checks the student availability file to find if any students were available for employment. If there were cards on file, the interviewer contacts the teacher for information on the student and to arrange an interview. The interviewer interviews the applicant to determine if the skills matched any of the job descriptions available on the Bureau for Manpower Services file. In the event the interviewer can not match the student with a currently available job, the employment interviewer attempts to develop a job commensurate with the applicants skills.

The career placement system provides for the teachers and counselors to advise students on pursuing a higher level of education or another career choice. This service is deemed to be essentially a guidance function, therefore this project has avoided developing a step-by-step description of how the service is administered.

The job availability file and the student availability file was established in each cooperating school in each of the field-test regions. Each school was given the choice of appointing the custodian of the files and deciding on the location. Each member of the vocational euucation staff on the local school level was given full access to the files, along with an orientation to the purpose of the files.

The Follow-up System

The follow-up system is divided into three components (1) the initial follow-up, (2) the program improvement follow-up and (3) the employer survey.

Each teacher was provided a schedule of events giving the time-frame for each component of the follow-up system. The initial follow-up was initiated on February 1 with a primary objective of generating data to be used in preparing reports required of vocational education. Each teacher was given a roster of students identified for the initial follow-up along with a quantity of blank questionnaires. The questionnaires were designed to permit the teacher to complete the blanks and sign it certifying the information to be true. In the event the teacher could not obtain the information required to complete the questionnaire, a mail-out was prepared.

In closing the initial follow-up and summarizing the data, each teacher was assigned the responsibility for the summary.

The program improvement follow-up was performed in a similar manner with the teacher assigned the responsibility for the entire follow-up program. In many cases the teacher(s) used the business and office students and/or the local school clerical personnel for assistance in preparation for mailing of the questionnaires, and for tabulating and summarizing the returns.

It was found that when teachers used student help from the business and office class, the follow-up was successfully completed with much less teacher-time involved. The students working on the project as part of their assigned course work proved to be quite efficient. There were some cases, however where business and office students were not available and clerical assistance was limited. This created a situation where the teachers were required to do all of the work themselves. This caused the time factor to be a burden on the teacher. It is believed, however that the time element will not be a critical factor in the future, because the teachers will not have to search their files for name of students scheduled for follow-up. Upon full implementation of the system, former student names and addresses will be readily accessible.

The employer survey was conducted in the following manner. The project director requested a list of previous year students known to be employed, along with their employer's name and address. A region-wide composite was prepared, where-by all students in the region were grouped with the appropriate employer, thus eliminating duplication of mail-out. This method provided for each employer to receive a list of former students identified for the follow-up, regardless of the school or vocational program each was from. The employer was provided with a quantity of report questionnaires, along with a brief cover letter and instruction sheet. (See Appendix C for employer summary).

The Program Improvement System

A plan for program improvement, along with necessary instruments, was developed and field-tested in Region Four during FY '78. This plan provides for a formalized method of using follow-up information for local level program evaluation, and subsequent improvement when warranted.

The plan is quite simple, and consist of conducting an in-service for each local school staff. Each teacher is provided with a copy of the results of both the former student follow-up and the employer survey. The teacher is instructed to study the reports and identify any problem reflected in the follow-up data. Next, the teacher is instructed to list the problem areas on one of the instruments, along with the plan for alleviating the situation. A copy of the program improvement is filed with the local administrator. On a given date in the future, a second form is completed. This form has space provided to list the plan for improving the problem, along with the results or effectiveness of the plan. It is suggested that both forms be retained by the teacher and the local administrator. (See Appendix A, Part IV for the program improvement plan.)

Conclusions:

As a result of the placement and follow-up project, it is concluded that a standardized placement and follow-up system will work in Kentucky. It was found that a teacher-student centered system such as this one requires total commitment from everyone involved, from personnel at the local school level through those at the state office level. The time element will continue to be a factor, thus an attempt must be initiated at the state level to reduce duplication of paperwork at the local school level. By achieving this, the local teachers will have more time to dedicate to their students needs.

Recommendations:

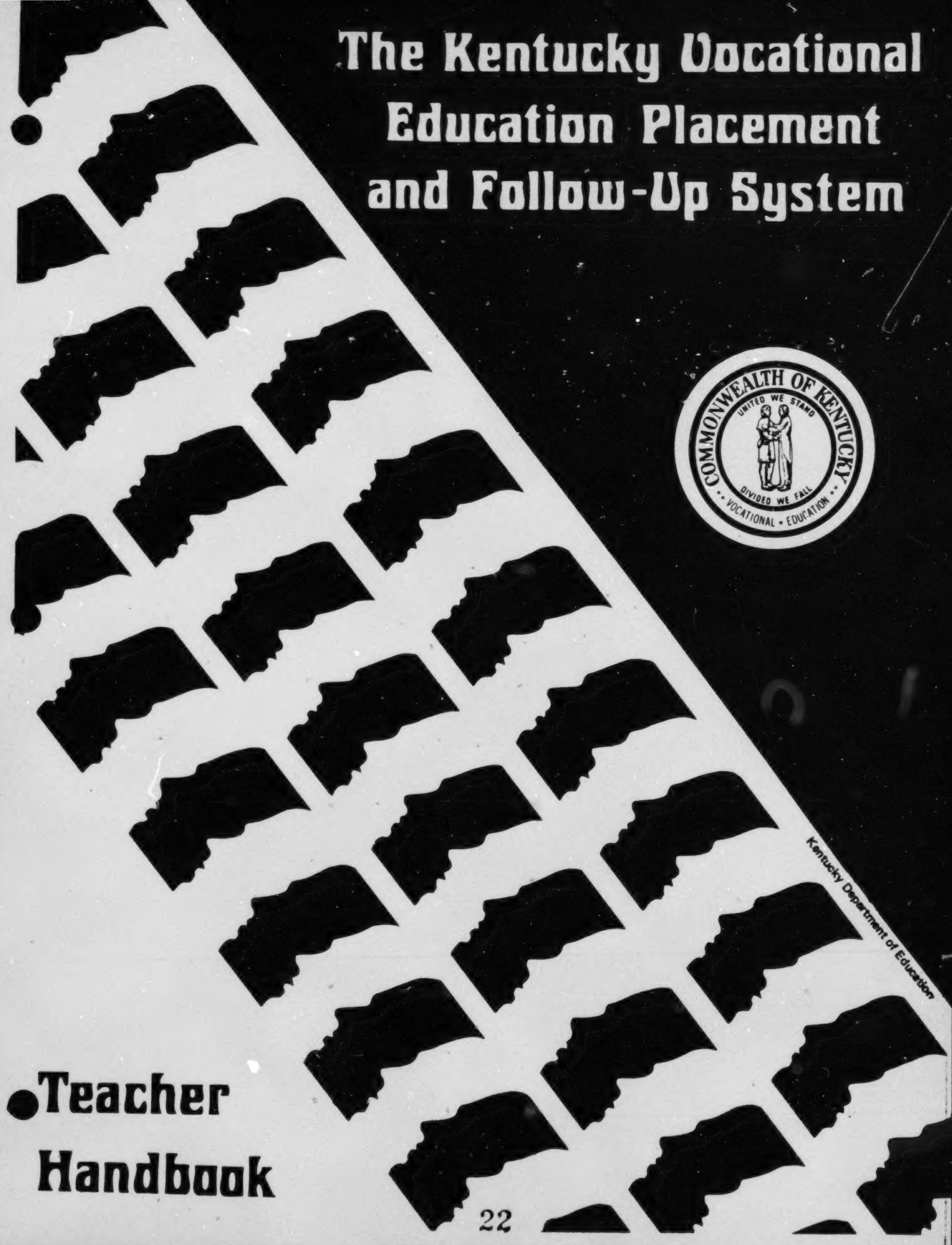
1. Monitor operation of placement and follow-up at the regional level to assure the program is functioning as planned.

DISSEMINATION ACTIVITIES

The materials developed as a result of the placement and follow-up project was disseminated to the user through the project office. The project director was responsible for distributing the material to each region, and provided assistance or advice on regional dissemination. The project director maintained a roster of individual and agencies receiving copies of the manual and/or other material.

APPENDIX A

The Kentucky Vocational Education Placement and Follow-Up System



Kentucky Department of Education

Teacher Handbook

THE KENTUCKY VOCATIONAL EDUCATION PLACEMENT AND FOLLOW-UP SYSTEM

Kentucky State Department of Education
Bureau of Vocational Education

This document was produced in agreement with Title IV
of the Civil Rights Act, Title IX
of the Education Amendments of 1972 and
Title II of the Education Amendments of 1976

FOREWORD

The manual for the establishment and operation of a school-based placement and follow-up system was designed to be of practical use to all who are developing a similar system to meet needs within a particular situation. The intent is to share perspectives that may assist individuals in pursuit of solutions and provide ideas as to "procedures" for seeking solutions to problems commonly encountered. The main thrust will be slanted toward employment, but will not be limited to job placement. A truly effective placement system must coordinate all efforts to meet placement needs of all its clients, the students.

This guide will be divided into two sections.

PART I - GENERAL INFORMATION

Provides history of the development of this comprehensive system, code of ethics, definitions, and expected outcomes of the system.

PART II - OPERATIONAL PROCEDURE

Briefly describes the procedures for both Placement and Follow-up Components of the system. Provides copies of all forms needed to implement and maintain the system and a time and event schedule.

ACKNOWLEDGEMENTS

The preparation of this manual "A Model System for Placement and Follow-up" as developed, field-tested and revised within Vocational Education, Region IV, involved the assistance, advice and skills of many interested people in the Commonwealth of Kentucky. These dedicated individuals, with a wide range of interests and backgrounds, have devoted valuable hours, deliberated at length and given direction to a meaningful program that is essential to the delivery of services to individuals who have been or are enrolled in a variety of vocational education programs.

The Project Director and staff are appreciative of the many contributions of time, effort, energy and skills of the various agencies within the Commonwealth of Kentucky, the State-wide Task Force, the Inter-agency Committee and the Regional Review Committee. Without the help of these dedicated members, the placement and follow-up system would not be the successful model for a state-wide placement and follow-up system.

Project Staff:

Raymer, Mrs. Martha, Regional Director
Vocational Education Region IV
College of Education, Room 129
Western Kentucky University
Bowling Green, Kentucky

Gary, Mr. Robert, Project Director
Vocational Education Region IV
College of Education, Room 129
Western Kentucky University
Bowling Green, Kentucky

Consultants:

Buckingham, Miss Lillian
Retired Director of Placement Services
Baltimore City School System
Baltimore, Maryland

McCaslin, Dr. N.L., Research Specialist
Center for Vocational Education
Ohio State University
Columbus, Ohio

Stoycheff, Mr. Peter
Columbus, Ohio

References:

Career Assistance and Placement Service
Triton College
River Grove, Illinois

Development and Demonstration of a
Model Follow-up Procedure
Research Coordinating Unit
Commission for Vocational Education
State of Washington
Building 17, Airdustrial Park
Olympia, Washington

School-Based
Career Placement Model
Center for Studies in Vocational
and Technical Education
University of Wisconsin-Madison
Madison, Wisconsin

Sensible Surveys
Research Coordinating Unit
State Commission for Vocational Education
Olympia, Washington

System for Implementing Review and Follow-up
Purdue University
West Lafayette, Indiana

Model for Implementation of
School Placement Services
Job Placement Department
Summit County Board of Education
Akron, Ohio

Employability Skills Program
Sponsored by:
Florida Department of Education
Division of Vocational Education
Tallahassee, Florida
Produced by:
The Career Education Center
Florida State University
415 N. Monroe Street
Tallahassee, Florida

TABLE OF CONTENTS

FORWORD i
ACKNOWLEDGEMENTS ii

PART I GENERAL INFORMATION

Introduction 1
Synopsis 2
Definition of Placement 5
Definiton of Follow-up 5
Expected Outcomes of Placement and Follow-up System 5
Code of Ethics 5

PART II OPERATIONAL PROCEDURE

Time and Event Schedule 9
Follow-up Component 13
Purposes of Follow-up 13
Use of Follow-up Data 13
Objectives for the Follow-up Component 14
Design of the Initial Follow-up Questionnaire 14
Initial Follow-up Notification Card 14
Initial Follow-up Cover Letter 15
Initial Follow-up Reminder Card 15
Initial Follow-up Former Student Follow-up Questionnaire 16
Employer Survey 17
Employer Survey List 18
Employer Survey Cover Letter 19
Employer Survey of Employee Performance 20
Program Improvement Follow-up 21
Program Improvement Follow-up Notification Card 22
Program Improvement Follow-up Cover Letter 22
Program Improvement Follow-up of Former Vocational Students 23
Program Improvement Follow-up of Former Vocational Students (Consumer and Homemaking Programs) 25
Two-Year Student Follow-up (Direct Operated Programs)... 27
Placement Component 31
Objectives for the Placement Component 31
Placement Component Overview 31
Student Availability File 32
Student Referral and Placement Card 33
Student Referral and Placement Card Instructions 34
Student Introduction Card 37
Job Availability Program 39
Job Availability File 39
Job Order Card 40
Job Availability Report 41
State Employment Service Placement System 42
Job Availability Information Flow System 43

PART I

GENERAL INFORMATION

INTRODUCTION

The Kentucky Bureau of Vocational Education, 1975, charged the staff of Barren River Vocational Education Region Four with the responsibility for developing and field-testing a model for a comprehensive system for placement and follow-up of vocational students.

Upon completion of the successful field-test and all attendant revisions of the Placement and Follow-up Project in 1976-77, Vocational Education Region Four has provided a model which can be implemented in varying degrees and will serve as the state-wide system of placement and follow-up for all vocational students. Beginning in the 1977-78 school year, the system was implemented in five vocational education regions, with the remaining regions implementing the system during the 1978-79 school year.

As a part of the Career Education movement, and in the total education system, it has repeatedly been emphasized that all youth have needs to be met. Instead of isolating individuals by the paths they have elected to follow, via college or job, placement is seen as career placement, the path to any number of steps to be taken by individuals embarking on the preparation stages. Within the education framework, educational and occupational roles interrelate and provide meaningful opportunities in schools and in work settings for individuals in their long-range career development plans, and at the same time provide mechanics to assist youth in the selection process, culminating in career placement, a necessary ingredient that established vital accountability to students, educators and the community at large.

The term "career placement" as described in this project refers to a comprehensive system that gives assistance to individuals to make selections of various options, and at the same time provide opportunities for successful entry to selected careers.

What are the implications for vocational education? What are the facts the vocational educator must address?

It is obvious that the work world is changing dramatically — whirlwind changes in materials, equipment, design; number of personnel required to do the work; the location of opportunities; obsolescent jobs requiring potential retraining markets, hiring policies and regulatory agencies — these are but a few impacts being felt by business, industry, service and private communities. The educational programs which will prepare future workers must take these phenomena into account. Enrollments in the education institutions have grown. Increasing numbers are participating in vocational education programs. There are real needs for increasing numbers of instructors in vocational training; staffs must be increased as well as kept up-to-date; equipment must be adequate, current and maintained properly; support personnel must be available to assist students in their career planning, selection and follow through; time to plan and implement programs must be allotted; and money to operate needed programs must be made available. In order to accomplish this, evidence must be gathered to prove that the extra expenditure will result in preparing better qualified employees that are demanded by the work community. No longer can the vocational student complete school without having well-defined levels of competencies and without being given assistance for entry into the job market. Each must be provided opportunities to select employment within an identified perimeter of aspiration and competency.

Vocational education planners need valid data to support decisions pertinent to program effectiveness and for justification for expanding services to students. The development of a comprehensive, formalized system for placement and follow-up will produce data sufficient to support requests for expansion, deletions and/or additions of programs.

SYNOPSIS OF PLACEMENT AND FOLLOW-UP SYSTEM

The system consists of two major components: Student Follow-up and Student Placement.

I. FOLLOW-UP COMPONENT

The follow-up component is divided into four categories: the Initial Follow-up, Employer Survey, Program Improvement Follow-up, and Two-Year Student Follow-up for program completers in area vocational education centers and state vocational technical schools.

A. Initial Follow-up

1. Student completes top of Initial Follow-up Questionnaire during school enrollment process or prior to exiting the program. The questionnaire will be filed for future use in obtaining and transferring data to the program roster during January of the following school year.
2. Prior to implementing the following steps the white copy of the prior year program roster will be received by the teacher from the regional office.
3. In January the teacher reviews Initial Follow-up Questionnaire to determine if information is available.
    a. *If all information is available:*
        (1) Teacher completes the questionnaire and indicates how information was obtained at bottom of questionnaire.
        (2) Teacher completes follow-up section of program roster using information from Initial Follow-up Questionnaire. (See page 16).
    b. *If all information is not available:*
        (1) (Optional) In January teacher may mail notification card two weeks in advance of mailing Initial Follow-up Questionnaire (page 14).
        (2) In January teacher mails cover letter and Initial Follow-up Questionnaire (page 15).
        (3) (Optional) Teacher may mail Initial Follow-up Reminder Card within ten days to two weeks if Initial Follow-up Questionnaire has not been received (page 15).
        (4) Teacher completes follow-up section of program roster using information from Initial Follow-up Questionnaire. (See page 16).
4. Teacher mails program roster with student follow-up information to regional office by February 15. (Teacher compiles Employer Survey List from program roster and Initial Follow-up Questionnaire — See instructions for Employer Survey - Item B.)
5. Teacher maintains Initial Follow-up Questionnaire and files by year by program as it serves for program audit documentation.
6. The regional office prepares school and regional summaries by program and submits to the Occupational Information Unit, Bureau of Vocational Education by April 1.
7. The Occupational Information Unit prepares a state summary by program and submits to federal regulatory agencies.

B. Employer Survey

1. The teacher prepares the Employer Survey List (Referred to in Section A, Step 4), using the Initial Follow-up Questionnaire, Student Referral Card used in the placement component (page 33) and program roster as the sources of information for completing Employer Survey List and forwards it to the regional office by February 15 (page 18).

Note: It is vital that the exact name and address of employers of students employed in related fields be complete and accurate on the Employer Survey List.

2. The regional office mails the Employer Survey to employers. When they are returned, the regional office prepares school and regional summaries by program and submits to the Occupational Information Unit by May 1.
3. The regional office returns Employer Surveys with a copy of the summary to vocational teacher for use in developing and implementing their program improvement plan.
4. The Occupational Information Unit prepares a state summary and submits to federal regulatory agencies.

C. Program Improvement Follow-up

1. Student completes top of Program Improvement Questionnaire during school enrollment process or prior to exiting the program. The questionnaire will be mailed to students for their completion after having exited the program for three years. The questionnaire will be used by the teacher for developing and implementing the program improvement plan. *(Consumer and Homemaking Program Improvement Questionnaire — Consumer and Homemaking program completers (definition page 21) should complete top of questionnaire before exiting the program. The questionnaire will be mailed to students for their completion after having exited the program for three years. The questionnaire will be used by the teacher for developing and implementing the program improvement plan.*)
2. (Optional) Teacher may send notification card two weeks in advance of mailing Program Improvement Follow-up Questionnaire.
3. Teacher sends cover letter and follow-up questionnaire to former students on September 1.
4. Teacher compiles a summary of the returned questionnaire and forwards to the regional office.
5. The teacher will use the information obtained from the Program Improvement Survey in developing and implementing their program improvement plan.

D. Two-Year Student Follow-up (Direct Operated Programs)

The regional office will determine what follow-up form will be used to follow-up program completers to meet SACS Accreditation Standard 11. It has been recommended that items identified on the Initial Follow-up Questionnaire be used; however, each region will have the option of developing a questionnaire that might better meet the individual need of the region. No time lines have been identified for this survey, but for program improvement and planning activities, it is recommended that this follow-up be conducted concurrently with the Program Improvement Follow-up.

II. PLACEMENT COMPONENT

A. Steps In The Placement Component Are:

1. Student becomes available for placement.
2. Student Referral and Placement Card is initiated. This card may be initially filled out by the student upon enrollment or when anticipating leaving the program.
3. Teacher refers student to job or to a counselor for higher education.
4. Teacher completes job information on back of Student Referral and Placement Card and files it in a central location (principal or guidance counselor's office) or in program department.
5. If student is not placed by teacher, the Student Referral and Placement Card is initiated and filed in the student availability file.
6. Interviewer from state employment office comes to school, checks file, contacts teacher and student, and arranges for student interview. Student receives job through state employment office.
7. Teacher completes job information on back of Student Referral and Placement Card and files it in the school's record system for a time period commensurate with state and federal regulations.
8. The Student Referral and Placement Card should be updated periodically (example: once per semester).
9. The Student Referral and Placement Card file is used as a source of information and back-up for completion of the Initial Follow-up, Employer Follow-up, Two-Year Student Follow-up and a Program Improvement Follow-up for Direct Operated Programs.

B. Plan To Assist Teacher In Locating Employment For Student:

1. Any person who knows of an available job should file a Job Availability Card in the school office.
2. On a designated day, the school secretary will compile a list of unfilled jobs and mail to regional vocational office.
3. On a designated day of each week, the regional office will compile a regional list of unfilled jobs by program area and mail to school administrators.
    a. On a designated day of each week, the school administrator or the school secretary separates the list by program areas and distributes to individual teachers.
    b. Teachers refer qualified students for job interviews. When referring student for job interview, the teacher gives the student a Student Introduction Card. The employer returns the Student Introduction Card to the school indicating whether or not the student was employed.
    c. The teacher completes the job referral information on back of Student Availability Card to indicate employment or unemployment. If the student was employed, the card will be filed in the student's permanent folder. If not employed, the Student Availability Card will be filed in the school office for further job referral.

DEFINITION OF PLACEMENT

Placement is a service which assists vocational education students and former students in relating their personal qualities, education and experience to career requirements assisting them in their search for employment and/or continuing education and cooperates with employers and educators in the successful induction of the individual into his next career position.

DEFINITION OF FOLLOW-UP

The term follow-up is defined as a systematic collection of pertinent data from or about individuals having had vocational education experiences.

EXPECTED OUTCOMES OF A PLACEMENT AND FOLLOW-UP SYSTEM

1. Secure information to improve:
    A. instructional content
    B. teaching methods and teaching aids
    C. criteria to place students in training programs
    D. equipment and supplies
    E. management of institution
2. Secure information for use in:
    A. the program improvement plan
    B. the local and regional planning process
    C. the program review
3. Contact with business and industry, other agencies, and individuals will make people more aware of vocational education and have better understanding of vocational education.
4. An organized student record system.
5. Improved program planning.
6. Cooperation between and/or among other agencies.
7. Cooperation between and/or among individuals.

CODE OF ETHICS

A school based placement and follow-up program is conducted equitably and responsibly by the individuals accountable for the operation of the placement and follow-up service. Appropriate printed statements are developed and adhered to that underscore high standards of integrity and conduct among all parties concerned.

1. The individual responsible for the placement and follow-up services:
    A. refers to Title VII of U.S. Civil Rights Acts of 1964 (Equal Opportunity Act),
    B. is familiar with Affirmative Actions Plans of Kentucky,
    C. is knowledgeable of the Family Education Rights and Privacy Act,
    D. keeps current with Kentucky Fair Employment Act.
2. The individual provides for all youth to take responsibility for their choices that involve long range investment of their talents.
3. The individual avoids preferential treatment of applicants and employers.
4. The individual avoids referral of students by sex and/or minority status (unless legal exception is made) of applicants.
5. The individual exercises care in the use of testing as the sole basis for referral.
6. The individual consults school admininstrators for policy clarification whenever conflicts arise.
7. The individual is sure that all records and information given complies with applicants' rights to privacy.

PART II
OPERATIONAL PROCEDURE

KENTUCKY PLACEMENT AND FOLLOW-UP SYSTEM

TIME AND EVENT SCHEDULE

TASKS	DUE DATES
FOLLOW-UP COMPONENT	
Initial Follow-up *(Example: In January of 1980 initial follow-up will be conducted for students identified on the 1978-79 program roster.)*	January, of appropriate year
Reports due in Regional Office	February 15, of appropriate year
Reports due in Frankfort	April 1, of appropriate year
Employer Survey *(Example: In February of 1980 an employer survey list will be compiled for students employed in a related field as identified in the January initial follow-up of students listed on the 1978-79 program roster.)*	February, of appropriate year
List due in Regional Office	February 15, of appropriate year
List due in Frankfort	May 1, of appropriate year
Two-Year Student Follow-up For Direct Operated Programs *(Example: In September of 1979 a follow-up will be conducted for students identified on the 1976-77 program roster.)*	September, of appropriate year
Program Improvement Follow-up *(Example: In September of 1979 program improvement questionnaire will be mailed to students identified on the 1975-76 program roster.)*	September, of appropriate year
Summary to be completed	January 1, of appropriate year
PLACEMENT COMPONENT (OPTIONAL)	

FOLLOW-UP COMPONENT

STUDENT FOLLOW-UP COMPONENT

The collection of data relevant to the former vocational student's job success must be considered most vital to the continued progress of vocational education. Former student follow-up data is an extremely effective means of measuring the success of one program or of the statewide vocational education system. If a teacher, school or state agency is to be held accountable, all courses of action must be adequately justified. Therefore, utilization of pertinent follow-up data is a vital instrument when striving to achieve an acceptable accountability status.

Student follow-up data must also be utilized in the process of teacher self-evaluation and instructional methods and means evaluation. Each teacher must continually evaluate the method of presentation, course content, visual aids, etc. Student follow-up data is again the most feasible means of achieving this end.

The purposes of student follow-up are:

1. Justification for continuation or modification of existing programs or implementation of new ones.
2. Evaluation of existing instructional methods and providing an input source for improvement in order to update and maintain relevant vocational training programs.

Follow-up data can be used by the following groups in these ways:

1. School Administrators - The school administrator must be involved in program planning at the local level, thus data derived from student follow-up will be a vital factor in the decision-making process. Data accumulated from prior years may be utilized in detecting trends which influence school policy and physical management.
2. Planning Personnel - Administrators at the state department, regional and local levels must concern themselves with the results of former student follow-up when preparing new programs and/or new budgets for existing programs. Curriculum planning and course content must be measured and adjusted to meet the local employment demands. Former student follow-up data is an extremely vital instrument in this process.
3. Guidance Counselors - Follow-up data is of the utmost importance to the role of the vocational guidance counselor. Information must be readily available when counseling with a potential student in the selection of an area of study. Previous job placement records within a training area will always be a critical factor when a potential student is deciding on a vocation or trade.
4. Teacher Educator - The quality of vocational education is highly dependent on the teacher educator's ability to produce competent teachers. Reference data must be readily available when one assumes responsibility of developing a curriculum for the preparation of vocational teachers. There cannot be a more vital source of curriculum development reference data than that derived from studies of the results of former programs. The relevance can be exemplified by the fact that when it is revealed that a particular program has a low success rating, while the manpower demand factor indicates a need for skilled workers in the occupation, adjustments are mandatory from the teacher education program to the instructional program, course content and methodology.
5. Teacher - The teacher in any vocational area must utilize the data derived from follow-up of former students when planning adjustment of the curriculum and/or course content. The teacher is responsible for producing a product currently in demand by the business and industrial community. Former student follow-up is the most feasible means of establishing guidelines sufficient for maintenance of an instructional program designed to meet the labor force needs of the local community.

6. Reporting Personnel - Specific personnel are delegated the responsibility of reporting on the function and effectiveness of the agency. An example is the annual Vocational Education Data System (VEDS) report whereby former student follow-up data must be utilized.

Objectives for the follow-up component:

1. To provide valid data sufficient for reporting purposes.
2. To provide an instrument for evaluation of the instructional process and the physical plant relative to maintaining a quality of training acceptable by the local employment community.
3. To provide for a means of collection and dissemination of data designed to enable the teacher to perform a self-evaluation of the teaching process.
4. To develop a means of evaluating the benefits derived as a result of the training received.
5. To provide valid data on which to base decisions pertinent to addition, deletion or modification of vocational programs.
6. To provide a concise system whereby only necessary data will be requested.

Initial Follow-up Questionnaire

1. The Initial Follow-up Questionnaire has been designed so students may complete the top section prior to leaving school. This section contains personal information which may have changed from the time the student enrolled in the program.
2. The Initial Follow-up Questionnaire (Items I - V) provides information required for federal reporting and updating of records.
3. The bottom section provides for documenting information pertinent to the former student's current employment status. In the event the teacher is able to provide the information requested without mailing the questionnaire, he or she (the teacher) may complete the questionnaire, sign in the appropriate place and check a block revealing how the information was obtained. The teacher should attempt all alternatives of contact prior to declaring the student's status unknown. The questionnaire is then placed in a permanent file, either the student's or the follow-up file depending on the local school filing procedure.

EXAMPLE

INITIAL FOLLOW-UP NOTIFICATION CARD

Dear ______________________

The Kentucky Bureau of Vocational Education is preparing to do a follow-up survey of people who were enrolled in vocational education programs in the _______ Region during the past school year.

The purpose of this follow-up is to gain information from as many former students as possible, to determine if the vocational education program has been or is of value to current work or school situations.

In approximately two weeks you will receive the questionnaire along with a cover letter and a return envelope. Please complete the questionnaire and return it to me.

Sign: _______(Teacher)_______

INITIAL FOLLOW-UP COVER LETTER

____
(Date)

Dear Former Student,

One of the major concerns of people in the area of vocational education is how well the vocational programs actually prepare for employment.

If you will remember, during the last few days in school, you were informed of the follow-up program, and given instruction on completion of the follow-up form. You will notice, you completed the top portion of the form prior to leaving school. The bottom part applies specifically to your employment situation, so please take a few minutes of your time to complete and return it to us. Please do this at your earliest convenience, since it is necessary that we have this information from you within 15 days after you receive this letter.

The information you provide will be used by your former vocational teacher and school administrators for planning purposes, and will be held in strict confidence. No one other than the follow-up personnel will see your answers. All reports will be in the form of totals and not on an individual basis. The results of this survey will be held on file in the school office, and will be available for your inspection if you desire to see it.

If you have any questions concerning this follow-up form, please call me.

Sincerely,

Vocational Teacher

EXAMPLE

INITIAL FOLLOW-UP REMINDER CARD

Dear ____________________

A few days ago we mailed you a questionnaire asking for information as to how your vocational education program relates to your present work or school situation.

We have not received the completed questionnaire, so please check your records to find if perhaps you received it and did not realize the importance of the information. If so, please complete and return it as soon as possible.

Your cooperation will be most appreciated.

Sign ________ (Teacher) ________

INITIAL FOLLOW-UP
FORMER STUDENT FOLLOW-UP QUESTIONNAIRE

(COMPLETE THIS SECTION PRIOR TO EXIT DATE)

NAME ______________________________ PHONE ______________

SOMEONE WHO WILL ALWAYS KNOW YOUR ADDRESS ______________________________

ADDRESS ______________________________
(Street or R.R.) (City) (State) (Zip) (Phone)

VOCATIONAL PROGRAM ______________ SCHOOL ______________

(COMPLETE THIS SECTION IN JANUARY OF THE APPROPRIATE YEAR)

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely.

I. What is your current educational status?
- ___ Currently attending school
- ___ Not currently attending school

III. If not in the labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason) Why?
- ___ Continuing education, date enrolled
- ___ Medical reasons
- ___ Employment not available in my locality
- ___ Personal reasons
- ___ Took the course for personal reasons
- ___ Other, explain

II. What is your current employment status?
- ___ Employed (Includes all employment, even if below your qualifications; does not include full-time military service)
- ___ Employed (Full-time military service)
- ___ Unemployed (Not employed, but actively seeking employment)

IV. Have you ever been employed in a job:
- ___ For which you received vocational training
- ___ Somewhat related to your vocational training
- ___ Not related to your vocational training

NOTE: If you are currently employed, or in full-time military service, please answer the remaining questions. Otherwise, skip the remaining items.

V. Please provide the following information on your present job:

A. Name of Company or Firm (If self-employed, please write self): ______________

Company or Firm Mailing Address: ______________
(City) (State) (Zip)

Your Immediate Supervisor: ______________
(Last Name) (First Name) (M.I.)

Present Job Information: ______________ ______________
(Job Title) (Job Duties)

B. Is this job related to your field of vocational training?
- ___ Yes, it is directly or closely related.
- ___ No, it is only remotely related or is not related at all.

C. What is your current salary? $________ per ________ (Do not add in overtime)

D. The salary in the preceding item is based on how many hours per week employment? ______ hrs. per wk

STUDENT'S SIGNATURE ______________________ DATE ______________

FOR TEACHER USE ONLY

How above information was obtained:

___ Personal ___ Telephone ___ Mail ___ Other, please specify ______________

___ From another person: ______________
(Name) (Address) (Phone)

TEACHER'S SIGNATURE ______________________ DATE ______________

Thank you very much for your cooperation. Please fold and return.

EMPLOYER SURVEY

The Employer Survey is designed to produce job related information from the employers of former vocational students.

This survey serves two basic functions:

1. Produce information necessary for administrators and teachers to assess program effectiveness, thus serving as a basis for program revision and updating, and
2. produce information necessary for reporting purposes.

In order for the aforementioned criteria to be achieved in compliance with regulatory agency guidelines, the Employer Survey will include employers of students enrolled in the program during the previous years. (Example: The 1980 Employer Survey will include the students enrolled in programs during school year 1978-79 who upon exit of the program obtained employment in fields related to training.) The Employer Survey will not be conducted on former students that are self-employed.

The teacher will prepare the Employer Survey List indicating the names of former students known to be working in a field related to training along with the complete and accurate name and address of their employers. The Initial Student Follow-up Questionnaire will be the most readily available source of information when preparing the Employer Survey List. The teacher will then mail the Employer Survey List to the regional office by February 15, of the appropriate year.

The regional office mails the Employer Survey to those employers listed on the Employer Survey List. The regional office will then summarize by program from the employer's responses and submit the summaries to the Occupational Information Unit and other vocational education personnel involved in the program evaluation by May 1.

The survey form for employers, a sample cover letter and an employer survey list for teachers to use are included in this manual (pages 18, 19, and 20).

EMPLOYER SURVEY LIST

STUDENT'S NAME	PERSONAL DATA									TERMINATION DATA			FOR REGIONAL OFFICE USE ONLY	O.E. CODE	*Important: Please give correct name and address for employer.*	
	EDUCATIONAL LEVEL			MALE			FEMALE			Completed Program	Completed More Than 50%	Completed 50% or Less	R/E-L/C CODE		EMPLOYER'S NAME	EMPLOYER'S ADDRESS
	11-12	P/S	Adult	B	W	O	B	W	O							

NOTE: Student information for this report should be obtained from the program roster and the initial follow-up questionnaire. Include only students who are marked "employed in a field related to their training" on the program roster (Column 36). Do not list self-employed.

Place an "X" in the appropriate columns under Personal Data and Termination Data. If race is "Other" indicate origin in "O" column as follows: H = Hispanic; A = Asian or Pacific Islander; I = American Indian or Native Alaskan

EXAMPLE

EMPLOYER SURVEY COVER LETTER

____
DATE

Dear ________(employer's name)________

We are attempting to gain input from the employers of former vocational students in order that a relevant status be maintained in our instructional programs. Your answers to the enclosed questions will be most helpful when evaluating current programs and planning new ones.

You will find enclosed a brief instructional statement for your convenience.

Your cooperation with the endeavor will be most sincerely appreciated.

Sincerely yours,

DIRECTIONS: Please indicate your satisfaction with the employee as compared with other workers in the same work group. If the worker is the only person employed with your firm, compare him or her with others who have worked in the same position. This information will be kept strictly confidential. Please respond to all questions, even if the employee no longer works for your firm.

This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely. This form contains no student-identifiable information. The code number in the upper right-hand corner contains information of the program in which the individual was enrolled, the level of the program, and other demographic information which will allow vocational educators to evaluate the effectiveness of their program. No part of the code contains student identifiers. Please remove the cover letter before returning this form.

SCHOOL YEAR: ____________

SCHOOL NAME: ________________

(__) R.E. CODE

(_____) O.E. CODE

EMPLOYER SURVEY OF EMPLOYEE PERFORMANCE

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely. No student identifiers will be forwarded to the Federal government.

I. VOCATIONAL TRAINING EVALUATION

Please rate the vocational training received by the individual in the following areas:

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job.......	____	____
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	____	____
3. The degree to which the employee possesses basic reading, verbal and computational skill	____	____

	VERY GOOD	GOOD	NEUTRAL	POOR	VERY POOR
Overall rating of technical knowledge	____	____	____	____	____

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	____	____
2. Punctuality	____	____
3. Ability to work without supervision	____	____
4. Willingness to learn and improve	____	____
5. Cooperation with co-workers	____	____
6. Compliance with management policies, rules, and practices	____	____
7. Work Attendance	____	____

	VERY GOOD	GOOD	NEUTRAL	POOR	VERY POOR
Overall rating of work attitude	____	____	____	____	____
C. Overall rating of work quality	____	____	____	____	____
D. Overall rating of work quantity	____	____	____	____	____

II. OVERALL RATING

What is your overall rating of the vocational training received by this individual as it related to the requirements of his or her job?	____	____	____	____	____

III. RELATIVE PREPARATION

As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison ____
2. Individual is better prepared ____
3. Both are about the same ____
4. Individual is less prepared ____

PLEASE MAKE ANY COMMENTS ON THE BACK OF THIS FORM

PLEASE FOLD AND RETURN TO ADDRESS STAMPED ON BACK OF THIS FORM. (IF LARGE NUMBER OF FORMS ARE TO BE MAILED, PLEASE MAIL ALL UNDER SAME COVER.)

45

____
EMPLOYER NAME

____
EMPLOYER ADDRESS

PROGRAM IMPROVEMENT FOLLOW-UP

The purpose of the Program Improvement Follow-up of Former Vocational Students is to provide information directly to the vocational teachers for use in the program improvement plan.

The Program Improvement Follow-up of Former Vocational Students (including Consumer and Homemaking program completers) has been designed so students may complete the top section prior to leaving school.

Teachers or assigned clerical staff are asked to mail the one page questionnaire to students who exited the program during the school year three years previously. (For example: In September of school year 1979-80, vocational teachers should plan the program improvement follow-up on completers and leavers only during the 1975-76 school year.)

Consumer and Homemaking students will receive a one page questionnaire designed exclusively for Consumer and Homemaking program completers (page 25). The definition of a completer in Consumer and Homemaking is anyone who has completed two years of Comprehensive Home Economics (which may be interpreted as Comprehensive I and one other year's work including Comprehensive II or special interest classes), or anyone who enrolls in and finishes a non-prerequisite course.

Since most teachers are not in close touch with persons who have been out of school for three years, it is expected that most of the Program Improvement Follow-up of Former Vocational Students Questionnaires will be mailed to students for them to complete. If former student's address has changed since completing the top of the Program Improvement Follow-up of Former Vocational Students, the correct address may be obtained from school records, the Initial Follow-up, Student Referral and Placement Card, or other updated records and address changes.

The one page questionnaire is designed to include a section for teachers to add their own questions specifically about their instructional program. The questionnaire also contains a section for former student's unsolicited comments about the program.

Teachers will analyze the responses to the program improvement follow-up and make arrangements to update and revise the curriculum accordingly.

The questionnaire, a cover letter, and notification postcard are included in this manual (pages 22 - 26).

EXAMPLE

2 YEAR PROGRAM IMPROVEMENT FOLLOW-UP NOTIFICATION CARD

Dear ______________________________

We are preparing for a follow-up survey of people who were enrolled in vocational education programs during the 19__ school year.

You will receive a questionnaire with an explanation cover letter in approximately two weeks.

Your prompt action will be most sincerely appreciated.

Sign:______________(Teacher)______________

PROGRAM IMPROVEMENT FOLLOW-UP COVER LETTER

____
(Date)

Dear Former Student,

We need your help to evaluate the effectiveness of vocational education programs in this area. The information we are requesting will be used in improving present programs and in planning new ones. As a former student of vocational education, your activities and opinions are among the most valuable input we will receive.

Please complete this follow-up questionnaire and return it to us today. The information you submit will be kept confidential and used only for general reports. This is your opportunity to "tell it like it is" and help make sure that vocational education offers the best possible programs and services for future students. A postage-paid envelope is provided for your convenience.

Please mail this important information promptly. Your cooperation will be most appreciated.

Sincerely yours,

Vocational teacher

PROGRAM IMPROVEMENT FOLLOW-UP OF FORMER VOCATIONAL STUDENTS

Name: ____
Last First Middle Maiden Name

Date: ______________________ ______________________
Month Day Year Social Security No.

Please give your current address: ____
Street or Rural Route City

____
State Zip Code

School: ______________________ Vocational Program: ______________________

Part I: Employment Status

1. Are you working?
   - ___ full-time
   - ___ part-time
   - ___ unemployed
   - ___ continuing education
   - ___ military service
   - ___ self-employed

2. If employed, give name and address of your employer. (If not employed go to No. 10).
   ____
   ____
   ____

3. What type of work do you do?
   ____
   ____
   ____

4. What are your most important duties?
   ____
   ____
   ____

5. How did you get your job?
   - ___ teacher
   - ___ counselor
   - ___ state employment service
   - ___ newspaper advertisement
   - ___ friend or relative
   - ___ found own job
   - ___ other

6. What is your salary?
   $__________ per hour

7. How many hours do you work per week?
   ____

8. How well did your vocational training prepare you for your present job?
   ___ excellent ___ fair
   ___ good ___ poor
   Suggestions for improvement
   ____
   ____
   ____

9. How well did your vocational training prepare you to secure and to hold your job?
   ___ excellent ___ fair
   ___ good ___ poor
   Suggestions for improvement
   ____
   ____
   ____

10. If you are unemployed, have you worked since leaving school?
    ___ yes ___ no

11. If yes, what type of work did you do?
    ____
    ____

12. If you are not working, would you like for us to help you locate a job?
    ___ yes ___ no

13. Give the name and address of your former employer.
    ____
    ____
    ____

14. If you are enrolled in school, give the name of your school and your area of study.

____

____

____

15. If you are not working in the area of your vocational training, would you explain why?

____

____

____

16. How do you rate your vocational program?

___ excellent ___ fair

___ good ___ poor

Suggestions for improvement

____

____

____

Part II: The following space has been provided for vocational teachers to add additional questions, if desired.

1. ____

____

2. ____

____

3. ____

____

Part III: The following space has been provided for your frank comments about your school and your program. The information will be used as guidelines for program improvement only and your comments will be considered STRICTLY CONFIDENTIAL. The space may also be used to explain some of the answers given above.

____

____

____

____

____

____

____

____

____

____

THANK YOU

PROGRAM IMPROVEMENT FOLLOW-UP OF VOCATIONAL STUDENTS
(CONSUMER AND HOMEMAKING PROGRAMS)

Name: ______________________________ ______________
Last First Middle Maiden

Date: ______________________________ ______________
Month Day Year Social Security No.

Please give your
current address: ______________________________
Street or Rural Route City

____
State Zip Code

School: ______________________ Vocational Program: Home Economics

---

Part I: Employment Status

1. Are you?

____ full-time homemaker
____ part-time employed and homemaker
____ full-time employed and homemaker
____ continuing education
____ military service

2. What type of paid work do you do?

____
____
____

3. How many hours do you work per week for paid employment? ____________

Part II: How well did your home economics classes prepare you as a full- or part-time homemaker for the tasks related to the following:

	Excellent	Good	Fair	Poor	Not Applicable
1. Combining the roles of homemaking with wage-earning					
2. Preparing meals for yourself and/or others					
3. Providing adequate nutrition for yourself and/or others					
4. Selecting, purchasing and caring for food products					
5. Managing basic housekeeping tasks and routines					
6. Selecting and securing adequate housing					
7. Providing a satisfactory home environment					
8. Getting along with others including family members, friends, and co-workers					
9. Understanding responsibilities of parenthood and/or becoming a parent					

		Excellent	Good	Fair	Poor	Not Applicable
10.	Caring for infants and/or young children					
11.	Managing time and energy					
12.	Budgeting money to meet individual and/or family needs					
13.	Providing adequate health care for yourself and/or family					
14.	Making personal and/or family consumer decisions					
15.	Coping with legal matters such as handling contracts, taxes, and property					
16.	Developing sound buying habits including use of credit					
17.	Providing for leisure-time activities including social events for the family					
18.	Providing leadership to become an involved individual and/or family member in the community					
19.	Handling personal and/or family emergencies					
20.	Providing and caring for clothing and textile products					

Part III: (Optional)

The following space has been provided for your frank comments. The information will be used as guidelines for program improvement only. Your comments will be considered strictly confidential.

How do you now view your previous school experiences?

How did your classes in home economics contribute to improving your life?

Other

TWO-YEAR STUDENT FOLLOW-UP (DIRECT OPERATED PROGRAMS)

The regional office will determine what survey form will be used to follow-up program completers to meet SACS Accreditation Standard 11. It has been recommended that survey items identified on the Initial Follow-up Survey be used; however, each region will have the option of developing a questionnaire that might better meet the individual needs of the region. No time lines have been identified for this survey but for program improvement and planning activities, it is recommended that this survey be completed in conjunction with the program improvement survey.

52

PLACEMENT COMPONENT

OPTIONAL

PLACEMENT COMPONENT

The Placement Component is designed to be comprehensive to the point that assistance may be provided for any student or former student of vocational education striving to achieve a new level on the career stair case.

The primary objective of vocational education is gainful employment, therefore, emphasis may be placed on this service. We must not, however, fail to recognize that placement assistance service may be provided for those people desiring to advance to a higher level of education.

A placement service provides immediate feedback — identifying the individuals who have reached their career objective at that point in time and those who are still in the process of reaching a particular objective. A placement service is one avenue to put vocational educators in contact with key individuals throughout the community. These contacts can provide the various kinds of information needed to make immediate changes to better meet needs of individuals, businesses, industries, other educational agencies, and other kinds of agencies; such as labor unions, chamber of commerce, and social service groups. This type information can have an impact on program planning, program operation, guidance and counseling, and public relations.

The Placement Component provides for many avenues of identifying potential employment to the student and former students. These avenues are described in detail in the context of this manual.

Objectives For The Placement Component

1. To provide employment assistance to students leaving vocational programs in obtaining entry-level jobs.
2. To provide assistance to students leaving vocational programs in appropriate educational placement.
3. To provide assistance to students in obtaining part-time employment while enrolled in vocational programs.

Placement Component Overview

The Placement Component is designed to assist students and/or former students in achieving the next step in their career ladder, whether it be employment or continuing education.

Three major categories of job placement are described. It should be recognized that vocational teachers maintain contact with employers within their occupational areas; therefore, many placements result from this employer/teacher relationship. When this occurs, the teachers may complete the job information on the back of the student's referral and placement card and file it in the appropriate location. Two additional methods of providing placement services are the Student Job Availability files and a cooperative arrangement with the State Employment Service. The Student Job Availability files provide the school staff with information needed to match student abilities and desires with job requirements. The cooperative arrangement with the State Employment Service provides for interviewers to visit schools on a regularly scheduled basis. This service will bring to each school job information from all areas of the state via the State Job Bank. Each employment service interviewer will have available daily updated microfiche from the State Job Bank. This information can be disseminated to the school and to the individual student through the routine visits by the employment service representative. The placement component also contains sub-systems with alternative approaches to each.

Educational placement services are provided to students by counselors and teachers. They assist students in making plans to continue toward higher educational objectives. This planning may involve securing information about schools and/or programs, cost estimates, contact persons, etc.

STUDENT AVAILABILITY FILE

The student availability file is designed to provide for the maintenance of a current file of students who have officially declared themselves available for employment. The student referral and placement card is designed to be completed by the student and teacher, and serve as the official notification that such student desired employment. Upon completion, the card will be deposited in the student availability file located in a central location in the school. This file will be open to the school staff in order that each teacher may check periodically to find if his or her student(s) have been placed. An established visitation schedule provides for the state employment service Employment Interviewer to check the file for new job seekers. The new registrant will be called from class to give pertinent information during a personal interview by the state employment service employment representative. The interviewer seeks supplemental helpful information from the teacher prior to referring the student to an employer.

The student referral and placement card provides for space to list the employers referred to and the resulting actions taken. The card of the student placed is then removed from the active file and placed in the appropriate file.

In the event a student requests additional placement assistance service, the availability card will be reactivated, placed on active file, the process will be repeated.

When a student is referred to an employer, either by a school official or the state employment service Employment Interviewer, a student introduction card will be provided for the student to present to the employer. The employer will be asked to provide pertinent information and return the card to the school. The information on the card will be recorded on the student availability card and the introduction card placed in the student's permanent record.

The information generated by the student introduction card and the student availability card will provide the teacher will valuable leads for implementation of the initial follow-up.

DATE: ______________
School Year

STUDENT REFERRAL
and
PLACEMENT CARD

Circle One (S) (PS) (A)

(Please Print)
NAME: ______________________________
ADDRESS: ______________________________
______________ Street or Rural Route ______________ City ______________
______________ State ______________ Zip Code ______________ Phone ______________
AGE: ______________ BIRTHDAY: ______________ SOCIAL SECURITY NO: ______________
Other person who can locate you: ______________________________
Address: ______________________________ Phone: ______________
Vocational Program Area: ______________________________
List competencies mastered or describe maximum skill level achieved. ______________________________
____
____
____

☐ Continuing Education ______________ School ______________ Area of study

☐ Military Service ______________ Branch

☐ Not interested in employment

Reactivate date ______________
" " ______________

____
Student's Signature

REVERSE SIDE OF CARD

Referred to	Date	Referred by	Interviewed		Employed		Student Refused Job	Employer Refused Student	Reason for rejection if not employed or job description if employed
			Yes	No	Yes	No			

STUDENT REFERRAL AND PLACEMENT CARD

Instructions

Date: List the current school year which the card is initiated, example 1978-79.

(S) (PS) (A): (S) denotes secondary students enrolled in a school organized to appropriate learning experiences and related services for youth generally classified in grades 9 through 12. (PS) denotes youth or adults who are available for an organized program of study in preparation for entering or re-entering the labor market. (A) denotes employed persons who need training or retraining to insure stability or advancement in employment.

Name: Print the students' full name. If last name has changed please indicate.

Address: Print the student's current address in its entirety.

Age: Give the student's current age.

Birthday: Give the student's birthday; list month, day and year.

Social Security Number: Place the student's social security number, if not available place "N.A." in the space provided for the social security number, and ask the student to apply for a number.

Other Person Who Can Locate You: The student should select someone who will be able to contact him or her in the event that a job is available and the student cannot be contacted at the listed address.

Address: Give the address of the other person who can locate the student.

Phone Number: Give the phone number of the other person who can locate the student.

Vocational Program Area: Give program in which the student is currently enrolled.

List Competencies: The teacher will give a brief description of the competencies or degree of proficiency the student has attained at the time of initiating the card.

Continuing Education: If the student is pursuing a higher level of education and not seeking employment, indicate this by placing an (X) in the box, and give the name of the school and the area of study.

Military Service: If the student has entered the military service at the time of termination from the vocational education program indicate so by placing and (X) in the box and list the branch of service in the space provided.

Not Interested In Employment: In the event a student prepares to leave a program and expresses no interest in seeking employment or continuing education, indicate this by placing an (X) in the box.

Reactivate Date: In the event a student accepts employment upon completion of the program, but due to existing circumstances requests additional placement assistance, indicate by placing an (X) in the box and give the date of the request for additional placement service.

Student's Signature: The student should sign the card varifying the information recorded on the card. The student's signature also indicates request for placement services.

Reverse Side of Card

Referred To: Give the name of the employer to which the student is referred.

Date: Give the date of the referral.

Referred By: Give the name of the person or agency making the referral. In the event the student makes the contact his or herself, place the student's name or write self in the space provided.

Interviewed (yes) (no): Indicate by placing an (X) in the appropriate space if the student is interviewed.

Employed (yes) (no): Indicate by placing an (X) in the appropriate space if the student is employed.

Student Refused Job: If the employer made a job offer and the student refused the offer indicate so by placing an (X) in the appropriate space.

Employer Refused Student: If the employer found reasons not to employ the student, indicate so by placing an (X) in the appropriate space.

Reason: Place in this space one of the three following:
(1) The reason the student refused the job.
(2) The reason the employer refused the student.
(3) If employed give the job description - examples, welder, waitress, sales clerk, etc.

STUDENT INTRODUCTION CARD

INTRODUCTION CARD from

SCHOOL ______

Teacher ______

Phone ______

To: ______

Address: ______

Contact: ______

Phone Number: ______

Appt. Time: ______

Date: ______

Introducing: ______

For Position of: ______

EMPLOYER: Please complete appropriate item below and RETURN THIS CARD to us promptly.

Thank You ______

Hired. Date started work ______

Not Hired: Reason ______

Application taken for future consideration.

Interviewer: ______

In the interest of improving our service to you, we invite your comments.

______

Employer's Signature ______ *Date* ______

Source: Broward Community College
Fort Lauderdale, Florida

INSTRUCTIONS

The student introduction card is designed to serve as an optional instrument. The primary objective of the card is to serve as a means of formally introducing the student to the employer. A secondary objective of the introduction card is to provide a means of communication from the employer to the teacher, relative to the student referral.

In the event the card is utilized as intended, the teacher may learn of factors critical to the instructional content of the program, thus the introduction card has potential for serving as a program evaluation instrument.

As previously stated, the introduction card is optional, thus based on local relative factors, the teachers should decide if the merits of the card warrant the efforts.

JOB AVAILABILITY PROGRAM

The purpose of the job availability file is to establish a systematic means of providing employment availability information for vocational students preparing to enter the employment world.

This will be achieved by developing a cooperative communications network involving the student, teacher, counselor, principal, coordinator, employers, state employment agency and/or other pertinent agencies or individuals.

Previously, employment information has been disseminated to the students, but no formal system had been developed. The lack of a formal system provides for inefficiency in the system. The development of a standard procedure will greatly enhance the students chance for locating employment within their interest and ability range.

JOB AVAILABILITY FILE

This file is designed to provide a current listing of jobs available in the area. These jobs will be filed by occupational family and shall be maintained in a central location in each school so that each staff member may have access to it.

Imput to the file will come from the teacher and other vocational education personnel. Each person is encouraged to report all employment opportunities which he or she cannot fill from his or her class.

This information is compiled from job leads provided by teachers, counselors, coordinators, principals, students, other school personnel and private citizens. This information is merged with the job data from the Bureau for Manpower Service into one comprehensive job availability list. This list is categorized by occupational area and is designed to reveal all pertinent information of each job listing.

This information will be reported on the job availability card. Each teacher and staff member will have access to a supply of cards and be encouraged to complete and file a card each time a new job opportunity is located.

On a designated day of each week, the local school secretary will compile a list of jobs reported and submit the list to the regional office. (See summary form). The placement and follow-up secretary in the regional office will compile a regional list and mail a copy to each school. The school administrator will receive the new list, separate the list by occupational area, and distribute the list to the appropriate teachers. This method will provide for region-wide circulation of employment opportunities. When a job is known to be filled, that information will be reported in the same manner on the reverse of the Job Availability Card and the job will be deleted from the next week's list.

In the event extenuating circumstances at the local level alter the feasability of utilizing the above described mail-out system, a regional telephone communication network may be implemented for dissemination of job availability information.

Job availability cards are made available for all employers to contact the teacher and provide the necessary information to complete and mail the Job Availability Card to the regional office for dissemination through the regional network.

JOB ORDER
(Job Availability File)

Name of Company: ______________________________

Address: ______________________________
(Street or Rural Route) *(City)*

____
(State) *(Zip Code)*

Phone No: ______________________________
(Area Code and Number)

Job Title: ______________________________

Job Description: ______________________________

____

____

Approximate No. Hours Per Week: ______________ **No. of Days per Week:** ______________

Date Job Will Be Available: ______________________________

Person to Contact: ______________________________

____

Name	Date	Referred by	Interviewed		Employed		Student Refused Job	Employer Refused Student	Reason
			Yes	No	Yes	No			

JOB PLACEMENT SYSTEM

Job Availability Report

School: ______________________________ Date: ______________

Employer's Name	Contact Person	Job Description	Date Available

STATE EMPLOYMENT SERVICE PLACEMENT SYSTEM

The State Employment Service will assigne an employment interviewer to each school in the region. The school will be visited on a routine scheduled basis. The frequency of visits will depend on the demand for placement service at the local school.

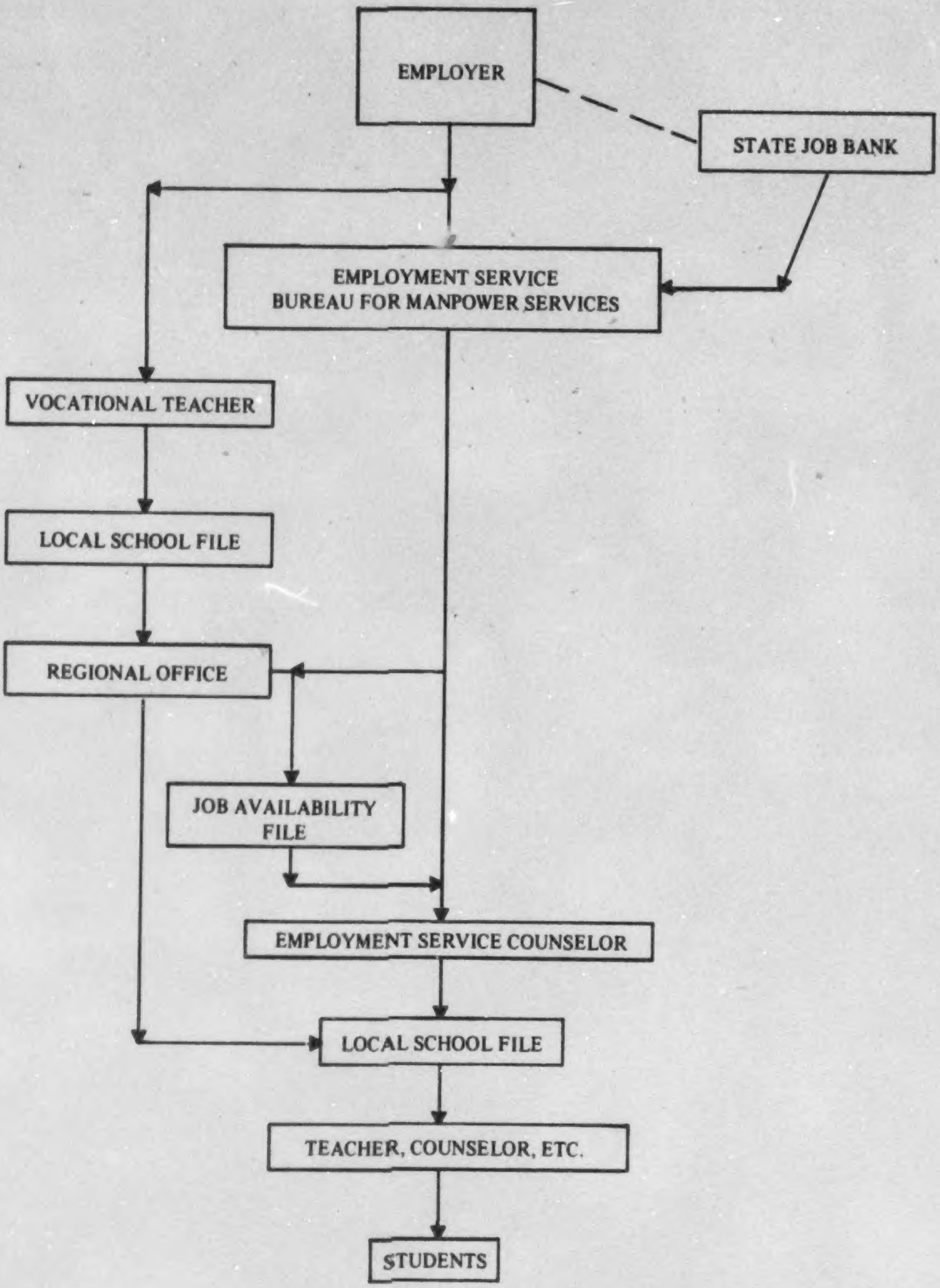
The employment interviewer will maintain close contact with each vocational education teacher. Each teacher will be provided with the name, address and phone number of the interviewer in the event the teacher needs to contact the interviewer between visits.

When the interviewer visits the school, two principal functions will be prformed.

1. The interviewer will receive applicants for placement assistance service.
2. The interviewer will determine the need for employment and attempt job development for those desiring employment in occupations where no job listings are available.

The employment service interviewer will continue to maintain close contact with the school administrator and all vocational teachers in the school. In essence, the school administrator, the counselor (where available), the teacher and the employment interviewer will make up the placement team which will serve the vocational education programs in the school.

JOB AVAILABILITY
INFORMATION FLOW SYSTEM


EMPLOYER
STATE JOB BANK
EMPLOYMENT SERVICE BUREAU FOR MANPOWER SERVICES
VOCATIONAL TEACHER
LOCAL SCHOOL FILE
REGIONAL OFFICE
JOB AVAILABILITY FILE
EMPLOYMENT SERVICE COUNSELOR
LOCAL SCHOOL FILE
TEACHER, COUNSELOR, ETC.
STUDENTS

65

THE KENTUCKY VOCATIONAL EDUCATION PLACEMENT AND FOLLOW-UP SYSTEM

Kentucky State Department of Education
Bureau of Vocational Education

This document was produced in agreement with Title IV
of the Civil Rights Act, Title IX
of the Education Amendments of 1972 and
Title II of the Education Amendments of 1976

TABLE OF CONTENTS

Foreword i
Acknowledgements ii

PART I GENERAL INFORMATION
Introduction 1
Synopsis 2
Declaration of Purpose 4
Rationale for a Placement and Follow-up System 5
Philosophy 6
Definition of Placement and Follow-up 6
Code of Ethics 7
Objectives of a Placement and Follow-up System 8
Expected Outcomes of a Placement and Follow-up System 8

PART II OPERATIONAL PROCEDURE
Time and Event Schedule 11
Placement System Rationale and Purpose 12
Objectives for the Placement System 12
Placement System Overview 12
Student Availability File 13
Student Referral and Placement Card 14
Student Referral and Placement Card Instructions 15
Introduction Card 17
Job Availability Program 19
Job Availability File 19
Job Order Card 20
Job Availability Report 21
State Employment Service Placement System 22
Job Availability Information Flow System 23
Follow-up System Rationale and Purpose 24
Objectives for the Follow-up System 25
Initial Follow-up 25
Program Improvement Follow-up 26
Employer Survey 27
Non-Completer Questionnaire 27
Initial Follow-up Questionnaire 28
Initial Follow-up Notification Card 29
Initial Follow-up Cover Letter 30
Initial Follow-up Reminder Card 31
Initial Follow-up Respondents and Non-Respondents Report 32
Program Improvement Follow-up 33
Program Improvement Follow-up Notification Card 35
Program Improvement Follow-up Cover Letter 36
Program Improvement Follow-up Reminder Card 37
Program Improvement Follow-up Respondents and Non-Respondents Report . 38
Employer Survey of Employee Performance 39
Employer Survey Cover Letter 40
Employer Survey Respondents and Non-Respondents Report 41
Non-Completers Follow-up Questionnaire 42

PART III - SYSTEM MANAGEMENT PLAN

Introduction 45
Placement and Follow-up Relationship Model 46
Placement System Position Input 48
Placement and Follow-up Systems Input 49
Placement System Input 50
Follow-up System 52
Groups Search 54
Newspaper Advertising 57
State Employment Service 59
Student Preparation 66
Student Preparation for Follow-up 68
Career Placement 71
Position Identification 78
Position Entry 85
Job Development 88
Regional Office Operations (4 Alternatives) 91
Local School Information Dissemination 98
Student Availability 100
State Employment Service Placement 104
Teacher Placement 108
Initial Follow-up Operations 112
Program Improvement Follow-up Operations 122
Employer Survey 130
Information Processing, Regional Office 137
Information Processing, State Summary (4 Alternatives) 139

PART IV WORK READINESS PROGRAM

Work Readiness Program Rationale and Purpose 155
Objectives of the Work Readiness Programs 155
Job Clinic 156
Suggested Outline for Job Clinic 157
Job Placement Clinic Evaluation 159
Job Clinic Competency Check Sheet 160
Job Clinic Work Readiness Program Examples 162

PART V REGIONAL IMPLEMENTATION PLAN

Regional Implementation Plan Rationale and Purpose 169
Objectives of the Regional Implementation Plan 169
Responsibility Chart 170
Time and Event Schedule 171
Procedural Task List 172
Regional In-Service Plan 173
Regional Review Committee Example 174
Leadership Team Rationale and Purpose 175
Role and Duties of Leadership Team 175
Criteria for Selecting Leadership Team 175
Local School Plan 176
In-Service Plan 178
Rural Manpower Schedule Example 179
Objectives for In-Service 180
In-Service Workshop Agenda - Suggested Format 181

PART VI PLAN FOR PROGRAM IMPROVEMENT

FOREWORD

The manual for the establishment and operation of a school-based placement and follow-up system is designed to be of practical use to all who are developing a similar system to meet needs within a particular situation. The intent is to share perspectives that may assist individuals in pursuit of solutions and provide ideas as to "procedures" for seeking solutions to problems commonly encountered.

The manual presents models for the further development and the coordinated operation of a comprehensive placement and follow-up system with provision for an internal evaluation of the system. The main thrust will be slanted toward employment, but will not be limited to job placement. A truly effective placement system must coordinate all efforts to meet placement needs of all its clients, the students.

This guide will be divided into five sections.

Part I – General Information

– Provides history of the development of this comprehensive system, its rationale and purpose, along with the philosophy, code of ethics, definitions, objectives, expected outcomes of the system, and its relationship to federal legislation.

Part II – Operational Procedure

– Briefly describe the procedures for both Placement and Follow-Up components of the system. Provides copies of all forms needed to implement the total system.

Part III – System Management Plan

– Presents narrative description of all procedures in the Placement and Follow-up system. This together with the flow chart model, the vertical line flow model and the task identification chart for each of the sub-systems should allow other schools to fully implement all procedures of the system.

Part IV – Work Readiness Program – Sample Materials

– Describe the job clinic and other phases of the Work Readiness Program. When this component of the system is completely revised Work Readiness Kits, suitable for self-paced student instruction, will be distributed to all schools participating in the system.

Part V – Regional Implementation Plan

– Gives guidelines for other vocational education regions who will implement the Placement and Follow-up System, including time-lines, calendar of activities, suggestions for Leadership Teams, and inservice objectives and agenda.

ACKNOWLEDGEMENTS

The preparation of this manual "A Model System for Placement and Follow-up" as developed, field-tested and revised within Vocational Education, Region IV, involved the assistance, advice and skills of many interested people in the Commonwealth of Kentucky. These dedicated individuals, with a wide range of interests and backgrounds, have devoted valuable hours, deliberated at length and given direction to a meaningful program that is essential to the delivery of services to individuals who have been or are enrolled in a variety of vocational education programs.

The Project Director and staff are appreciative of the many contributions of time, effort, energy and skills of the various agencies within the Commonwealth of Kentucky, the State-wide Task Force, the Inter-agency Committee and the Regional Review Committee. Without the help of these dedicated members, the placement and follow-up system would not be the successful model for a state-wide placement and follow-up system.

Project Staff:

Raymer, Mrs. Martha, Regional Director
Vocational Education Region IV
College of Education, Room 129
Western Kentucky University
Bowling Green, Kentucky

Gary, Mr. Robert, Project Director
Vocational Education Region IV
College of Education, Room 129
Western Kentucky University
Bowling Green, Kentucky

Consultants:

Buckingham, Miss Lillian
Retired Director of Placement Services
Baltimore City School System
Baltimore, Maryland

McCaslin, Dr. N.L., Research Specialist
Center for Vocational Education
Ohio State University
Columbus, Ohio

Stoycheff, Mr. Peter
Columbus, Ohio

References:

Career Assistance and Placement Service
Triton College
River Grove, Illinois

Development and Demonstration of a
Model Follow-up Procedure
Research Coordinating Unit
Commission for Vocational Education
State of Washington
Building 17, Airdustrial Park
Olympia, Washington

School-Based
Career Placement Model
Center for Studies in Vocational
and Technical Education
University of Wisconsin-Madison
Madison, Wisconsin

Sensible Surveys
Research Coordinating Unit
State Commission for Vocational Education
Olympia, Washington

System for Implementing Review and Follow-up
Purdue University
West Lafayette, Indiana

Model for Implementation of
School Placement Services
Job Placement Department
Summit County Board of Education
Akron, Ohio

Employability Skills Program
Sponsored by:
Florida Department of Education
Division of Vocational Education
Tallahassee, Florida
Produced by:
The Career Education Center
Florida State University
415 N. Monroe Street
Tallahassee, Florida

PART I

GENERAL INFORMATION

INTRODUCTION

The Kentucky Bureau of Vocational Education, 1975, charged the staff of Barren River Vocational Education Region Four with the responsibility for developing and field-testing a model for a comprehensive system for placement and follow-up of vocational students.

Upon completion of the successful field-test and all attendant revisions of the Placement and Follow-up Project in 1976-77, Vocational Education Region Four has provided the model that will serve as a state-wide system of placement and follow-up for all vocational students. Beginning in the 1977-78 school year, the system will be implemented in a number of additional vocational education regions, with the remaining regions scheduled for implementation during the 1978-79 school year.

As a part of the Career Education movement, and in the total education system, it has repeatedly been emphasized that all youth have needs to be met. Instead of isolating individuals by the paths they have elected to follow, via college or job, placement is seen as career placement, the path to any number of steps to be taken by individuals embarking on the preparation stages. Within the education framework, educational and occupational roles interrelate and provide meaningful opportunities in schools and in work settings for individuals in their long-range career development plans, and at the same time provide mechanics to assist youth in the selction process, culminating in career placement, a necessary ingredient that established vital accountability to students, educators and the community-at-large.

The term "career placement" as described in this project refers to a comprehensive system that gives assistance to individuals to make selections of various options, and at the same time provide opportunities for successful entry to selected careers.

What are the implications for vocational education? What are the facts the vocational educator must address?

It is obvious that the work world is changing dramatically - whirlwind changes in materials, equipment, design; number of personnel required to do the work; the location of opportunities; obsolescent jobs requiring potential retraining markets, hiring policies and regulatory agencies - these are but a few impacts being felt by business, industry, service and private communities. The educational programs which will prepare future workers must take these phenomena into account. Enrollments in the education institutions have grown. Increasing numbers are participating in vocational education programs. There are real needs for increasing numbers of instructors in vocational training; staffs must be increased as well as kept up-to-date; equipment must be adequate, current and maintained properly; support personnel must be available to assist students in their career planning, selection and follow through; time to plan and implement programs must be allotted; and money to operate needed programs must be made available. In order to accomplish this, evidence must be gathered to prove that the extra expenditure will result in preparing better qualified employees that are demanded by the work community. No longer can the vocational student complete school without having well-defined levels of competencies and without being given assistance for entry into the job market. Each must be provided opportunities to select employment within an identified perimeter of aspiration and competency.

Vocational education planners need valid data to support decisions pertinent to program effectiveness and for justification for expanding services to students. The development of a comprehensive, formalized system for placement and follow-up will produce data sufficient to support requests for expansion, deletions and/or additions of programs.

Synopsis of Placement and Follow-up System

The system is composed of two major components: student placement and student follow-up.

Steps in the placement system are:

1. Student becomes available for placement.
2. Student referral and placement card is initiated.
3. Teacher refers student to job, or to a counselor for higher education.
4. Teacher completes job information on back of student referral and placement card and files it in the school record system for a time period commensurate with state and federal regulations.
5. If student is not placed by teacher, the student referral and placement card is initiated and filed in the student availability file.
6. Interviewer from state employment office comes to school, checks file, contacts teacher and student and arranges for student interview. Student receives job through state employment office.
7. Teacher completes job information on back of student referral and placement card and files it in the school's record system for a time period commensurate with state and federal regulations.

Placement system plan to assist teacher in locating employment for student:

1. Any person who knows of an available job should file a job availability card in the school office.
2. On a designated day, the school secretary will compile a list of unfilled jobs and mail to regional vocational office.
3. On a designated day of each week, the regional office will compile a regional list of unfilled jobs by program area and mail to school administrators.
    A. On a designated day of each week, the school administrator or the school secretary separates the list by program areas and distributes to individual teachers.
    B. Teachers refer qualified students for job interviews. When referring student for job interview, the teacher gives the student a student introduction card. The employer returns student introduction card to the school indicating whether or not the student was employed.
    C. The teacher completes the job referral information on back of student availability card to indicate employment or unemployment. If student was employed, the card will be filed in the student's permanent folder. If not employed, the student availability card will be filed in the school office for further job referral.

The follow-up system is divided into three components: the initial follow-up, program improvement follow-up and the employer survey.

To expedite the follow-up process and in an attempt to distribute teacher load over the year, certain dates are set to implement each of these activities. Students will be prepared to participate in the follow-up thru the work readiness (job clinic) program and the prescribed interview.

1. Initial follow-up

   A. Student completes top of initial follow-up questionnaire prior to leaving school.

   B. If teacher has kept up with student and has available the information requested on the form, it will not be necessary for the initial follow-up questionnaire to be mailed to students. The teacher completes the questionnaire, compiles information and forwards to regional office using the report format provided on the class roster.

   C. (Optional) Teacher send notification card two weeks in advance.

   D. If necessary, on February 1, of each year, the teacher send cover letter and initial follow-up form to appropriate students.

   E. A follow-up reminder may be sent within ten days to two weeks if follow-up form has not been received.

   F. Teacher prepares list of respondents and non-respondents on appropriate form and forwards to regional office. (Optional, based on local requirements.)

   G. Questionnaires will be returned to teacher. Teacher compiles summary, records the information on the class roster and forwards to regional office by March 1.

   H. The regional office prepares a regional summary by program and submits to the Occupational Information Unit, Bureau of Vocational Education by April 1.

   I. The Bureau of Vocational Education develops a state summary and submits to federal regulatory agencies by May 1.

2. Program improvement follow-up

   A. (Optional) Teacher send notification card two weeks in advance.

   B. Teacher send cover letter and follow-up questionnaire to former students on September 1.

   C. Teacher compiles a summary of the returned questionnaire and sends to the regional office.

   D. The regional office prepares a summary by program, by school and uses the information to evaluate programs for warranted revisions.

3. Employer survey

   A. On February 15, the teacher prepares a list of employers of former students, using the initial follow-up questionnaire as the source of information.

   B. There are three alternative methods of mailing the survey.

      1. Teacher mails and receives the survey
      2. Teacher mails but local administrator receives survey.
      3. Regional office mails and receives survey.

   C. The teacher prepares a list of respondents and non-respondents and submits to the regional office on March 15, using appropriate form.

   D. A regional data summary by program is prepared and submitted to the Occupational Information Unit, Bureau of Vocational Education on April 1, using appropriate forms.

75

THE RELATIONSHIP OF THE PURPOSE OF THE EDUCATION AMENDMENTS OF 1976 TO PLACEMENT AND FOLLOW-UP

Title I – Vocational Education
Part A – State Vocational Education Programs
Declaration of Purpose

"Section 101. It is the purpose of this part to assist States in improving planning in the use of all resources available to them for vocational education and manpower training by involving a wide range of agencies and individuals concerned with education and training within the State in the development of the vocational education plans. It is also the purpose of this part to authorize Federal grants to States to assist them –

(1) to extend, improve, and where necessary maintain exhisting programs of vocational education,

(2) to develop new programs of vocational education,

(3) to develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes, and

(4) to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis,

so that persons of all ages in all communities of the State, those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools, will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."[1]

A study of the law indicates areas that will improve vocational education. These areas are counseling for better understanding of educational and vocational options and industrial arts programs which are designed to help individuals make informed and more meaningful occupational choices. Other implied improvements that must be made in order to better meet the needs of individuals, businesses, and industries are instructional content; methods of instruction; relevant equipment and supplies; identification of traits that are common to an occupation which will aid in the prediction of success of potential students; and the transfer of credit from school to school.

Improvements in the planning process and in the operation of vocational education can be made from analysis of placement and follow-up data. To make overall improvements requires placement data to be comprehensive and to have a well-maintained records management system. These data which are periodically analyzed provide information that can be used to make immediate improvements as well as to plan for improvements. Follow-up information identifies the results of individuals who have completed a program or who have completed a partial program. The follow-up information establishes a firm base from which to make program improvements.

[1] Public Law 94-482, 94th Congress, October 12, 1976.

RATIONALE FOR A PLACEMENT AND FOLLOW-UP SYSTEM

A basic purpose of education is to give students an opportunity to acquire accurate information, develop decision-making skills, and obtain preparation adequate for gainful employment. It is a generally accepted belief that an educational institution preparing students should assume the responsibility for assisting individuals who have gained competencies in their chosen field to find gainful employment and/or to continue their education. It is a fact that individuals develop a wide range of competencies at varying rates of speed. Many, therefore, may need longer periods of assistance in decision-making, entering and making progress on a chosen path. The transition from a formal education situation into entry level employment in a highly competitive, complex world, may indeed require more in-depth support from the educational system over extended periods of time.

No longer are the earlier traditional methods of entering the labor market either adequate, appropriate or uncomplicated. The beginning worker faces higher unemployment rates with more selective employees, thus the job seeking task is much more complex than in the past. The adult populace speaks out and emphasizes that the educational staff must do more than give its clients preparation for a specific career, but must also facilitate their entrance into the next step - from school environment to work environment. An effective school based placement program should cover a wide range of assistance focused on helping individuals to choose wisely and expediently in order to attain goals consistent with interests, aptitudes and abilities.

The National Advisory Council for Vocational Education (1970) recommended in its third report that "schools which provide vocational education without providing a job do not have a complete program."

The publication, STATE VOCATIONAL EDUCATION PLANNING: An Assessment of Issues and Problems, that was an outgrowth of a meeting of State Directors for Vocational Education, identified placement and follow-up as a crucial problem. The American Vocational Association and Southern Association of Colleges and Schools, Commission on Occupational Education Institutions initiated workshops dealing with placement and follow-up for members. Placement and follow-up regulations have been mandated by the Higher Education Act, Elementary and Secondary Education Act and the Education Amendment of 1976. Several states including Michigan, Florida, Virginia and Ohio have mandated placement and follow-up by action of the state legislature for the state departments to implement fully. In a statement to the Federal Trade Commission, T.H. Bell, former United States Commissioner of Education, stated:

> "In the case of an institution offering to prepare students for a particular vocation or trade, the institution must provide information regarding the employment of its graduates in such vocation or trade."

A comprehensive, coordinated system of placement and follow-up is necessary for the improvement of vocational education. An organized, well-planned program will not only provide the essential service for students in a vocational education setting, but also will provide a basis for accountability and important data for use in strengthening, revising and planning total vocational education programs, services and activities.

PHILOSOPHY

We believe the philosophy for placement and follow-up must coincide with that of vocational education in Kentucky.

We believe vocational education must provide an organized placement assistance program for all exiting vocational students and alumni.

We believe vocational education must provide a bilateral means of employment information dissemination between students and employers.

We believe comprehensive follow-up information is one of the essential elements in determining the degree to which the programs are meeting their objectives.

We believe a comprehensive follow-up program should include all former vocational students.

We believe a comprehensive placement and follow-up program must include an organized employer feedback system.

We believe the placement and follow-up program must include a comprehensive record maintenance system.

We believe a comprehensive placement and follow-up program must include a means of dissemination and information utilization.

We believe a comprehensive placement and follow-up program must be a cooperative effort of the Department of Education, Department for Human Resources, and other appropriate agencies.

DEFINITION OF PLACEMENT

Placement is a service which assists vocational education students and former students in relating their personal qualities, education and experience to career requirements assisting them in their search for employment and/or continuing education and cooperates with employers and educators in the successful induction of the individual into his next career position.

DEFINITION OF FOLLOW-UP

The term follow-up is defined as a systematic collection of pertinent data from or about individuals having had vocational education experiences.

78

CODE OF ETHICS

A school-based placement and follow-up program is conducted equitably and responsibly by the individuals accountable for the operation of the placement and follow-up service. Appropriate printed statements are developed and adhered to that underscore high standards of integrity and conduct among all parties concerned.

The individual responsible for the placement and follow-up services:

1. refers to Title VII of U.S. Civil Rights Acts of 1964 (Equal Opportunity Act),
2. is familiar with Affirmative Actions Plans of Kentucky,
3. is knowledgeable of the Family Education Rights and Privacy Act,
4. keeps current with Kentucky Fair Employment Act.

The individual provides for all youth to take responsibility for their choices that involve long-range investment of their talents.

The individual avoids preferential treatment of applicants and employers.

The individual avoids referral of students by sex and/or minority status (unless legal exception is made) of applicants.

The individual exercises care in the use of testing as the sole basis for referral.

The individual consults school administrators for policy clarification whenever conflicts arise.

The individual is sure that all records and information given complies with applicants' rights to privacy.

OBJECTIVES FOR A PLACEMENT AND FOLLOW-UP SYSTEM

1. Upon enrollement in a vocational education program and the subsequent attainment of a marketable skill, placement services will be made available to assist the students in achieving their next career objectives.

2. On an annual basis, data will be collected from and/or on former students, synthesized and used for program analysis, improvement and accountability.

3. The school staff shall provide a comprehensive work readiness program desgined to enhance the employability of students.

EXPECTED OUTCOMES OF A PLACEMENT AND FOLLOW-UP SYSTEM

1. Secure information to improve:
    - A. instructional content;
    - B. teaching methods and teaching aids;
    - C. criteria to place students in training programs;
    - D. equipment and supplies; and
    - E. management of institution.
2. Contact with business and industry, other agencies, and individuals will make people more aware of vocational education and have better understanding of vocational education.
3. An organized student record system.
4. Improved program planning.
5. Cooperation between and/or among other agencies.
6. Cooperation between and/or among individuals.

PART II
OPERATIONAL PROCEDURE

KENTUCKY PLACEMENT AND FOLLOW-UP SYSTEM
TIME AND EVENT SCHEDULE

TASKS	DATES
In-service workshop	August, November February, May
Follow-up system	
Initial Follow-up	February 1, of appropriate year
reports due in Regional Office	March 1, of appropriate year
reports due in Frankfort	April 1, of appropriate year
federal reports due	May 1, of appropriate year
Program Improvement Follow-up	September 1, of appropriate year
reports due	January 1, of appropriate year
Employer Survey	February 15, of appropriate year
reports due in Regional Office	March 15, of appropriate year
reports due in Frankfort	April 1, of appropriate year
federal reports due	May 1, of appropriate year
Placement system	
Implement	September 1, of appropriate year
Report available job to school office	Daily (or when available)
Report available jobs to Regional Office	Each Wednesday
Summary mailed from Regional Office	Each Friday
Summary received by local school	Each Monday
State employment service interviewer	
Visits local school	Weekly (or as needed)
Student(s) requests placement	Daily

PLACEMENT SYSTEM

The Placement System is designed to be comprehensive to the point that assistance may be provided for any student or former student of vocational education striving to achieve a new level on the career staircase.

The primary objective of vocational education is gainful employment, therefore emphasis is being placed on this service. We must not, however, fail to recognize that placement assistance service must be provided for those people desiring to advance to a higher level of education.

A placement service provides immediate feedback - identifying the individuals who have reached their career objective at that point in time and those who are still in the process of reaching a particular objective. A placement service is one avenue to put vocational educators in contact with key individuals throughout the community. These contacts can provide the various kinds of information needed to make immediate changes to better meet needs of individuals, businesses, industries, other educational agencies, and other kinds of agencies; such as, labor unions, chamber of commerce, and social service groups. This type information can have an impact on program planning, program operation, guidance and counseling, and public relations.

The Placement System provides for many avenues of identifying potential employment to the student and former students. These avenues are described in detail in the context of this manual.

OBJECTIVES FOR THE PLACEMENT SYSTEM

1. To provide employment assistance to students leaving vocational programs in obtaining entry-level jobs.
2. To provide assistance to students leaving vocational programs in appropriate educational placement.
3. To provide assistance to students in obtaining part-time employment while enrolled in vocational programs.

PLACEMENT SYSTEM OVERVIEW

The Placement System is designed to assist students and/or former students in achieving the next step in their career ladder, whether it be employment or continuing education.

Three major components of job placement are described. It should be recognized that vocational teachers maintain contact with employers within their occupational areas; therefore, many placements result from this employer/teacher relationship. When this occurs, the teachers complete the job information on the back of the student's referral and placement card and file it in the appropriate location. Two additional methods of providing placement services are the Student-Job Availability files and a cooperative arrangement with the State Employment Service. The Student Job Availability files provide the school staff with information needed to match student abilities and desires with job requirements. The cooperative arrangement with the State Employment Service provides for interviewers to visit schools on a regularly scheduled basis. This service will bring to each school job information from all areas of the state via the State Job Bank. Each employment service interviewer will have available daily updated microfiche from the State Job Bank. This information can be disseminated to the school and to the individual student through the routine visits by the employment service representative. The placement system also contains subsystems with alternative approaches to each. (See flow charts)

Educational placement services are provided to students by counselors and teachers. They assist students in making plans to continue toward higher educational objectives. This planning may involve securing information about schools and/or programs, cost estimates, contact persons, etc.

STUDENT AVAILABILITY FILE

The student availability file is designed to provide for the maintenance of a current file of students who have officially declared themselves available for employment. The student referral and placement card is designed to be completed by the student and teacher, and serve as the official notification that such student desired employment. Upon completion, the card will be deposited in the student availability file located in a central location in the school. This file will be open to the school staff in order that each teacher may check periodically to find if his or her student(s) have been placed. An established visitation schedule provides for the state employment service Employment Interviewer to check the file for new job seekers. The new registrant will be called from class to give pertinent information during a personal interview by the state employment service employment representative. The interviewer seeks supplemental helpful information from the teacher prior to referring the student to an employer.

The student referral and placement card provides for space to list the employers referred to and the resulting actions taken. The card of the student placed is then removed from the active file and placed in the appropriate file.

In the event a student requests additional placement assistance service, the availability card will be reactivated, placed on active file, the process will be repeated.

When a student is referred to an employer, either by a school official or the state employment service Employment Interviewer, a student introduction card will be provided for the student to present to the employer. The employer will be asked to provide pertinent information and return the card to the school. The information on the card will be recorded on the student availability card and the introduction card placed in the student's permanent record.

The information generated by the student introduction card and the student availability card will provide the teacher will valuable leads for implementation of the initial follow-up.

DATE: ____________________
School Year

Circle One (S) (PS) (A)

STUDENT REFERRAL
and
PLACEMENT CARD

(Please Print)
NAME: ____________________
ADDRESS: ____________________
__________ Street or Rural Route __________ City __________
__________ State __________ Zip Code __________ Phone __________

AGE: __________ BIRTHDAY: __________ SOCIAL SECURITY NO: __________
Other person who can locate you: ____________________
Address: ____________________ Phone: __________
Vocational Program Area: ____________________
List competencies mastered or describe maximum skill level achieved. ____________________

☐ Continuing Education __________ School __________ Area of study
☐ Military Service __________ Branch

☐ Not interested in employment

Reactivate date __________
" " __________

Student's Signature

ON REVERSE SIDE OF CARD

Referred to	Date	Referred by	Interviewed		Employed		Student Refused Job	Employer Refused Student	Reason for rejection if not employed or job description if employed
			Yes	No	Yes	No			

STUDENT REFERRAL AND PLACEMENT CARD

Instructions

Date: List the current school year which the card is initiated, example 1978-79.

(S) (PS) (A): (S) denotes secondary students enrolled in a school organized to appropriate learning experiences and related services for youth generally classified in grades 9 through 12. (PS) denotes youth or adults who are available for an organized program of study in preparation for entering or re-entering the labor market. (A) denotes employed persons who need training or retraining to insure stability or advancement in employment.

Name: Print the students' full name. If last name has changed please indicate.

Address: Print the student's current address in its entirety.

Age: Give the student's current age.

Birthday: Give the student's birthday; list month, day and year.

Social Security Number: Place the student's social security number, if not available place "N.A." in the space provided for the social security number, and ask the student to apply for a number.

Other Person Who Can Locate You: The student should select someone who will be able to contact him or her in the event that a job is available and the student cannot be contacted at the listed address.

Address: Give the address of the other person who can locate the student.

Phone Number: Give the phone number of the other person who can locate the student.

Vocational Program Area: Give program in which the student is currently enrolled.

List Competencies: The teacher will give a brief description of the competencies or degree of proficiency the student has attained at the time of initiating the card.

Continuing Education: If the student is pursuing a higher level of education and not seeking employment, indicate this by placing an (X) in the box, and give the name of the school and the area of study.

Military Service: If the student has entered the military service at the time of termination from the vocational education program indicate so by placing and (X) in the box and list the branch of service in the space provided.

Not Interested In Employment: In the event a student prepares to leave a program and expresses no interest in seeking employment or continuing education, indicate this by placing an (X) in the box.

Reactivate Date: In the event a student accepts employment upon completion of the program, but due to existing circumstances requests additional placement assistance, indicate by placing an (X) in the box and give the date of the request for additional placement service.

Student's Signature: The student should sign the card varifying the information recorded on the card. The student's signature also indicates request for placement services.

Reverse Side of Card

Referred To: Give the name of the employer to which the student is referred.

Date: Give the date of the referral.

Referred By: Give the name of the person or agency making the referral. In the event the student makes the contact his or herself, place the student's name or write self in the space provided.

Interviewed (yes) (no): Indicate by placing an (X) in the appropriate space if the student is interviewed.

Employed (yes) (no): Indicate by placing an (X) in the appropriate space if the student is employed.

Student Refused Job: If the employer made a job offer and the student refused the offer indicate so by placing an (X) in the appropriate space.

Employer Refused Student: If the employer found reasons not to employ the student, indicate so by placing an (X) in the appropriate space.

Reason: Place in this space one of the three following:
(1) The reason the student refused the job.
(2) The reason the employer refused the student.
(3) If employed give the job description - examples, welder, waitress, sales clerk, etc.

STUDENT INTRODUCTION CARD

INTRODUCTION CARD from

To: ______________________

SCHOOL ______________________

Address: ______________________

Teacher ______________________

Contact: ______________________

Phone ______________________

Phone Number: ______________________

Appt. Time: ______________________

Date: ______________________

Introducing: ______________________

For Position of: ______________________

EMPLOYER: Please complete appropriate item below and RETURN THIS CARD to us promptly.

Thank You ______________________

Hired. Date started work ______________________

Not Hired: Reason ______________________

Application taken for future consideration.

Interviewer: ______________________

In the interest of improving our service to you, we invite your comments.

____

Employer's Signature *Date*

Source: Broward Community College
Fort Lauderdale, Florida

88

INSTRUCTIONS

The student introduction card is designed to serve as an optional instrument. The primary objective of the card is to serve as a means of formally introducing the student to the employer. A secondary objective of the introduction card is to provide a means of communication from the employer to the teacher, relative to the student referral.

In the event the card is utilized as intended, the teacher may learn of factors critical to the instructional content of the program, thus the introduction card has potential for serving as a program evaluation instrument.

As previously stated, the introduction card is optional, thus based on local relative factors, the teachers should decide if the merits of the card warrant the efforts.

JOB AVAILABILITY PROGRAM

The purpose of the job availability file is to establish a systematic means of providing employment availability information for vocational students preparing to enter the employment world.

This will be achieved by developing a cooperative communications network involving the student, teacher, counselor, principal, coordinator, employers, state employment agency and/or other pertinent agencies or individuals.

Previously, employment information has been disseminated to the students, but no formal system had been developed. The lack of a formal system provides for inefficiency in the system. The development of a standard procedure will greatly enhance the students chance for locating employment within their interest and ability range.

JOB AVAILABILITY FILE

This file is designed to provide a current listing of jobs available in the area. These jobs will be filed by occupational family and shall be maintained in a central location in each school so that each staff member may have access to it.

Imput to the file will come from the teacher and other vocational education personnel. Each person is encouraged to report all employment opportunities which he or she cannot fill from his or her class.

This information is compiled from job leads provided by teachers, counselors, coordinators, principals, students, other school personnel and private citizens. This information is merged with the job data from the Bureau for Manpower Service into one comprehensive job availability list. This list is categorized by occupational area and is designed to reveal all pertinent information of each job listing.

This information will be reported on the job availability card. Each teacher and staff member will have access to a supply of cards and be encouraged to complete and file a card each time a new job opportunity is located.

On a designated day of each week, the local school secretary will compile a list of jobs reported and submit the list to the regional office. (See summary form). The placement and follow-up secretary in the regional office will compile a regional list and mail a copy to each school. The school administrator will receive the new list, separate the list by occupational area, and distribute the list to the appropriate teachers. This method will provide for region-wide circulation of employment opportunities. When a job is known to be filled, that information will be reported in the same manner on the reverse of the Job Availability Card and the job will be deleted from the next week's list.

In the event extenuating circumstances at the local level alter the feasability of utilizing the above described mail-out system, a regional telephone communication network may be implemented for dissemination of job availability information.

Job availability cards are made available for all employers to contact the teacher and provide the necessary information to complete and mail the Job Availability Card to the regional office for dissemination through the regional network.

JOB ORDER
(Job Availability File)

Name of Company: ______________________________

Address: ______________________________
(Street or Rural Route) *(City)*

____
(State) *(Zip Code)*

Phone No: ______________________________
(Area Code and Number)

Job Title: ______________________________

Job Description: ______________________________

____

____

Approximate No. Hours Per Week: ______________ No. of Days per Week: ______________

Date Job Will Be Available: ______________________________

Person to Contact: ______________________________

____

Name	Date	Referred by	Interviewed		Employed		Student Refused Job	Employer Refused Student	Reason
			Yes	No	Yes	No			

JOB PLACEMENT SYSTEM

Job Availability Report

School: ______________________________ Date: ______________

Employer's Name	Contact Person	Job Description	Date Available

STATE EMPLOYMENT SERVICE PLACEMENT SYSTEM

The State Employment Service will assigne an employment interviewer to each school in the region. The school will be visited on a routine scheduled basis. The frequency of visits will depend on the demand for placement service at the local school.

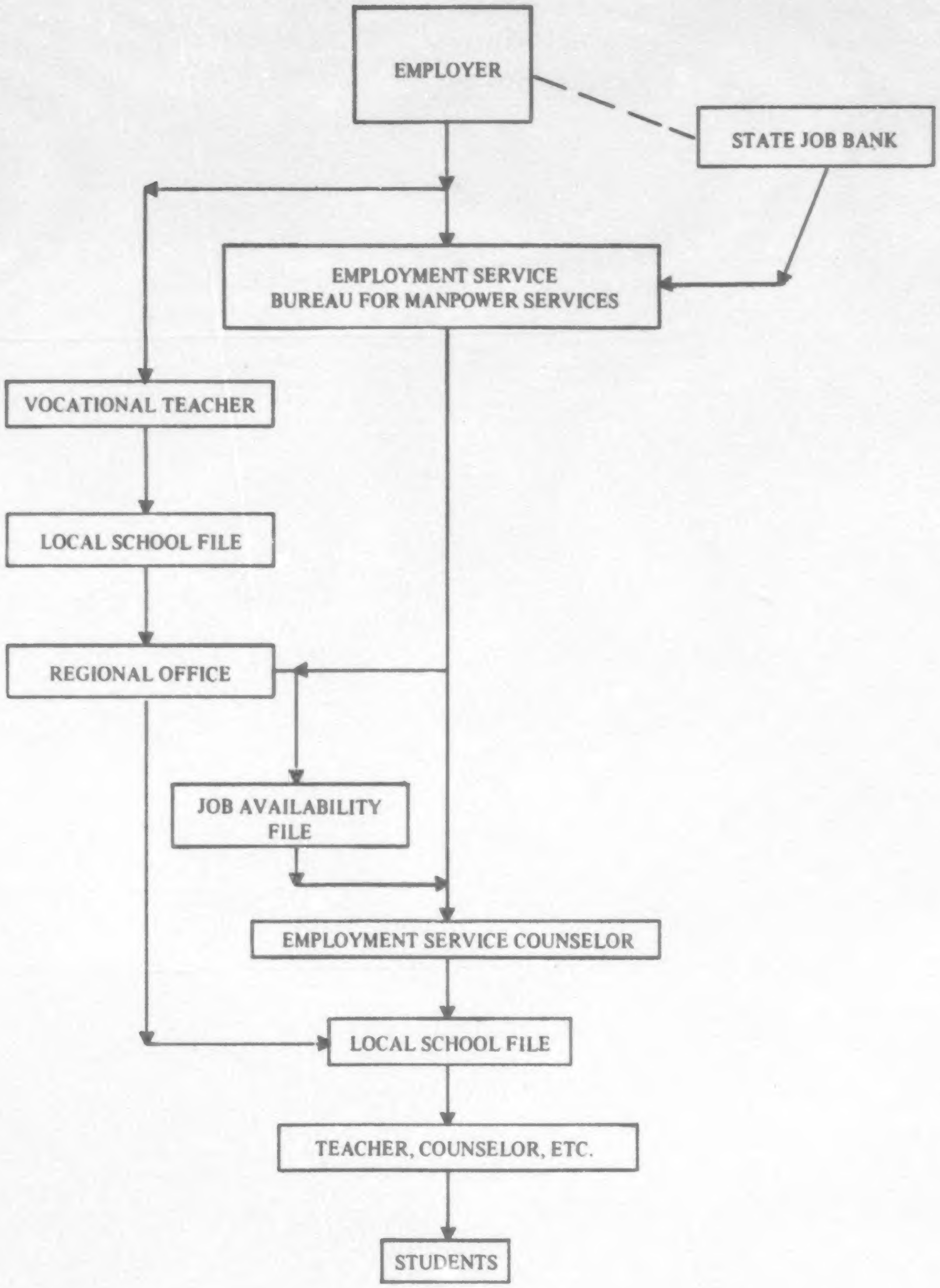
The employment interviewer will maintain close contact with each vocational education teacher. Each teacher will be provided with the name, address and phone number of the interviewer in the event the teacher needs to contact the interviewer between visits.

When the interviewer visits the school, two principal functions will be prformed.

1. The interviewer will receive applicants for placement assistance service.
2. The interviewer will determine the need for employment and attempt job development for those desiring employment in occupations where no job listings are available.

The employment service interviewer will continue to maintain close contact with the school administrator and all vocational teachers in the school. In essence, the school administrator, the counselor (where available), the teacher and the employment interviewer will make up the placement team which will serve the vocational education programs in the school.

JOB AVAILABILITY INFORMATION FLOW SYSTEM


EMPLOYER
STATE JOB BANK
EMPLOYMENT SERVICE BUREAU FOR MANPOWER SERVICES
VOCATIONAL TEACHER
LOCAL SCHOOL FILE
REGIONAL OFFICE
JOB AVAILABILITY FILE
EMPLOYMENT SERVICE COUNSELOR
LOCAL SCHOOL FILE
TEACHER, COUNSELOR, ETC.
STUDENTS

STUDENT FOLLOW-UP SYSTEM

Heretofore, vocational eductors have conducted former student follow-up surveys through various endeavors operated at levels ranging from the local school the central office. There have been few standards or guidelines, thus some of the results were fragmentation, overlapping, collection of irrelevant data, lack of proper utilization of the data collected, etc. An attempt is being made to coordinate all efforts into one unit on a statewide basis with one set of objectives to include guidelines, goals and standards. It is believed that by combining the efforts of all concerned personnel, a program will evolve via which the agency can regulate vocational programs throughout the state in order to provide the very best training by utilizing the most modern techniques. This cannot be achieved from the bureau level nor can it be achieved from the regional office or teacher level. It must have the cooperation of all if an effective system of data collection and dissemination is to be implemented and maintained.

The collection of data relevant to the former vocational student's job success must be considered most vital to the continued progress of vocational education. Former student follow-up data is an extremely effective means of measuring the success of one program or of the statewide vocational education system. If a teacher, school or state agency is to be held accountable, all courses of action must be adequately justified. Therefore, utilization of pertinent follow-up data is a vital instrument when striving to achieve an acceptable accountability status.

Student follow-up data must also be utilized in the process of teacher self-evaluation and instructional methods and means evaluation. Each teacher must continually evaluate the method of presentation, course content, visual aids, etc. Student follow-up data is again the most feasible means of achieving this end.

The purposes of student follow-up are:

1. Justification for continuation of existing programs or implementation of new ones.
2. Evaluation of existing instructional methods and providing an input source for improvement in order to prevent the program from regressing into obsolescence.

Follow-up data can be used by the following groups in these ways:

1. School Administrators – The school administrator must be involved in program planning at the local level, thus data derived from student follow-up will be a vital factor in the decision-making process. Data accumulated from prior years may be utilized in detecting trends which influence school policy and physical management.
2. Planning Personnel – Administrators at the state department, regional and local school levels must concern themselves with the results of former student follow-up when preparing new programs and/or new budgets for existing programs. Curriculum planning and course content must be measured and adjusted to meet the local employment demands. Former student follow-up data is an extremely vital instrument in this process.
3. Guidance Counselors – Follow-up data is of the utmost importance to the role of the vocational guidance counselor. Information must be readily available when counseling with a potential student in the selection of an area of study Previous job placement records within a training area will always be a critical factor when a potential student is deciding on a vocation or trade.

4. Teacher Educator – The quality of vocational education is highly dependent of the teacher educator's ability to produce competent teachers. Reference data must be readily available when one assumes the responisbility of developing a curriculum for the preparation of vocational teachers. There cannot be a more vital source of cirriculum development reference data than that derived from studies of the results of former programs. The relevance can be exemplified by the fact that when it is revealed that a particular program has a low success rating, while the manpower demand factor indicates a need for skilled workers in the occupation, adjustments are mandatory from the teacher education program to the instructional program, course content and methodology.

5. Teacher – The teacher in any vocational area must utilize the data derived from follow-up of former students when planning adjustment of the cirriculum and/or course content. The teacher is liable for producing a product currently in demand by the business and industrial community. Former student follow-up is the most feasible means of establishing guidelines sufficient for maintenance of an instructional program designed to meet the labor force needs of the local community.

6. Reporting Personnel – Specific personnel are delegated the responsibility of reporting on the function and effectiveness of the agency. An example is the annual United States Office of Education report whereby former student follow-up data must be utilized.

OBJECTIVES FOR THE FOLLOW-UP SYSTEM

1. To provide valid data sufficient for reporting purposes.

2. To provide an instrument for evaluation of the instructional process and the physical plant relative to maintaining a quality of training acceptable by the local employment community.

3. To provide for a means of collection and dissemination of data designed to enable the teacher to perform a self-evaluation of the teaching process.

4. To develop a means of evaluating the benefits derived as a result of the training received.

5. To provide valid data on which to base decisions pertinent to addition, deletion or modification of vocational programs.

6. To provide a concise system whereby only necessary data will be requested.

INITIAL FOLLOW-UP

The initial follow-up is designed to provide information required for Federal reporting and updating of records. This information is basically in "numbers" format with no requirements for information pertinent to program improvement.

According to existing Federal regulations, the annual report for vocational education must provide student data according to the following breakdown:

1. Racial/Ethnic Designation
2. Sex
3. Instructional Program
4. Handicap Status
5. Level of Program
6. Completion Status

96

7. Education Status
8. Employment Status
9. Employer and Supervisor (for EFU mailing)
10. Job Title
11. Job Duties
12. Job Relatedness to Training
13. Current Hourly Salary
14. Employer Rating of Training (3 questions/5 items)

This information will be reported on the exiting program roster, therefore no additional reporting forms will be required.

The system provides for the teacher to obtain the required information from the following alternatives:

1. Initial follow-up mail out questionnaire
2. Personal contact
3. Other individual
4. Other sources
5. Telephone

The Initial Follow-Up questionnaire has been designed to provide for the students completing the top section prior to leaving school. This section contains personal information which may have changed from the time the student enrolled in the program.

The bottom section provides for giving information pertinent to the former student's current employment status. In the event the teacher is able to provide the information requested without mailing the questionnaire, he or she (the teacher) may complete the questionnaire, sign in the appropriate place and check a block revealing how the information was obtained. The questionnaire is then placed in a permanent file, either the student's or the follow-up file depending on the local school filing procedure.

The teacher must make the decision whether to continue an attempt to contact the former student or mark the student's records as unable to locate. The teacher must utilize all alternatives of contact before the teacher must declare status unknown.

PROGRAM IMPROVEMENT FOLLOW-UP

The purpose of the program improvement follow-up is to provide information for program improvement directly to the vocational teachers.

While the initial follow-up is designed to provide information on numbers of vocational students completing programs and placed in jobs, the program improvement questionnaire is designed to provide qualitative evaluations of programs.

Teachers or assigned clerical staff are asked to mail the one-page questionnaire to students who left the program during the school year three years previously.

For example in September of 1978, vocational teachers should plan the program improvement follow-up on completers and leavers during the 1974-75 school year. Students who were enrolled in vocational programs during that year and returned the following year would not be included in the program improvement follow-up until September of 1979.

Since most teachers are not in close touch with persons who have been out of school for three years, it is expected that almost all of the program improvement follow-up questionnaires will be mailed to students for them to complete. Former student's addresses can be obtained from school records, the initial follow-up or updated records or address changes.

The one-page questionnaire is designed to include a section for teachers to add their own questions specifically about their instructional program. The questionnaire also contains a section for former student's unsolicited comments about the program.

Teachers will analyze the responses to the program improvement follow-up and make arrangements to update and revise the curriculum accordingly.

The questionnaire, a cover letter, notification and remainder postcards and a summary form for teachers to use are included in this manual.

EMPLOYER SURVEY

The employer survey is designed to produce job related information from the employers of former vocational students.

This survey serves two basic functions. (1) Produce information necessary for administrators and teachers to assess program effectiveness, thus serving as a basis for program revision and updating, and (2) produce information necessary for reporting purposes.

In order for both of the aforementioned criteria to be achieved in compliance with regulatory agency guidelines, the employer survey must include the employers of former students enrolled in the program during the previous two years. Example, the 1979 employer survey will include the students enrolled in programs during school years 1976-77 and 1977-78.

On February 15, of the appropriate year the teacher will prepare a list of former students known to be working, along with the name and address of their employers. This list must be separated by school year and prepared from existing school records. The student referral and placement card will be the most readily available source of information when preparing for the employer survey.

1. The teacher mails and receives the questionnaire.
2. The teacher mails, but the local school administrator receives the questionnaire.
3. The regional office mails and receives the questionnaire.

The information obtained from the employer survey will be summarized and made available to those vocational education personnel involved in program evaluation.

The survey form for employers, a sample cover letter and a summary form for teachers to use are included in this manual.

NON-COMPLETER QUESTIONNAIRE

The questionnaire for non-completers is oriented toward the student who enrolls in a program and withdraws prior to acquiring a marketable skill. The purpose of this questionnaire is to find why individuals enroll, attend a few days or weeks and withdraw. This follow-up procedure may be initiated at any given time during the year. The teacher may ask the student to complete the questionnaire prior to leaving school or as soon as the teacher learns of the student's plan to leave. In the event where a student is absent and no one knows why, the teacher may attempt a contact by phone or other means. If this proves to be futile, the teacher may mail the questionnaire. The questionnaire is included in the manual.

INITIAL FOLLOW-UP

Former Student Follow-up Questionnaire

(Complete this section prior to exit date)

NAME ______________________________ PHONE ______________

ADDRESS ______________________________
(Street or R.R.) (City) (State) (Zip)

ADDRESS CHANGE ______________________________
(Street or R.R.) (City) (State) (Zip)

SOMEONE WHO WILL ALWAYS KNOW YOUR ADDRESS ______________________________

ADDRESS ______________________________
(Street or R.R.) (City) (State) (Zip) (Phone)

VOCATIONAL PROGRAM ______________________ SCHOOL ______________

(Complete this section between February 1 - February 15 of the appropriate year)

I. What is your current status?

☐ Enrolled in school or college full-time
☐ Enrolled in school or college part-time
☐ Employed full-time
☐ In military service
☐ Unemployed and available for work
☐ Unemployed and not looking for work

II. If unemployed and not looking for work, why?

☐ Continuing education, date enrolled
☐ Medical reasons
☐ Employment not available in my locality
☐ Personal Reasons
☐ Took the course for personal reasons
☐ Other, explain ______________

III. If working or in military, complete the following:

Name of Employer ______________________________

Address of Employer ______________________________

Supervisor's Name ______________________________

IV. What is your present job? Specify job title and a brief description, example: (secretary in a law office or machinist of automobile parts).

____

V. I am employed in a job:

☐ For which I received vocational training
☐ Somewhat related to my vocational training
☐ Not related to my vocational training

VI. I have been employed in a job:

☐ For which I received vocational training
☐ Somewhat related to my vocational training
☐ Not related to my vocational training

VII. I work ________ hours per week. My salary is $ __________ per hour.

Please remember that placement assistance services are still available to you.

DATE ______________ STUDENT'S SIGNATURE ______________________

PLEASE USE REVERSE SIDE FOR WRITTEN COMMENTS

FOR TEACHER USE ONLY:

How above information was obtained:

______

______ Personal

______

______ Telephone

______

______ Mail

______

______ From another person
Name ______________
Address ______________
Phone ______________

______

______ Other, Please specify

DATE ______________ TEACHER'S SIGNATURE ______________________

EXAMPLE

INITIAL FOLLOW-UP NOTIFICATION CARD

Dear ________________________________

The Kentucky Bureau of Vocational Education is preparing to do a follow-up survey of people who were enrolled in vocational education programs in the Barren River Region during the past second year.

The purpose of this follow-up is to gain information from as many former students as possible, to determine if the vocational education program has been or is of value to current work or school situations.

In approximately two weeks you will receive the questionnaire along with a cover letter and a return envelope. Please complete the questionnaire and return it to me.

Sign: ________________ Teacher ____________

(Postcard)

100

EXAMPLE

INITIAL FOLLOW-UP COVER LETTER

January 30, 19___ (appropriate year)

Dear Former Student,

One of the major concerns of people in the area of vocational education is how well the vocational programs actually prepare people for employment.

If you will remember, during the last few days in school, you were informed of the follow-up program, and given instruction on completion of the follow-up form. You will notice, you completed the top portion of the form prior to leaving school. The bottom part applies specifically to your employment situation, so please take a few minutes of your time to complete and return it to us. Please do this at your earliest convenience, since it is necessary that we have this information from you within 15 days after you receive this letter.

The information you provide will be used by your former vocational teachers and school administrators for planning purposes, and will be held in strict confidence. No one other than the follow-up personnel will see your answers. All reports will be in the form of totals and not on an individual basis. The results of this survey will be held on file in the school office, and will be available for your inspection if you desire to see it.

You will find enclosed a self-addressed and stamped envelope for your convenience. If you have any questions concerning this follow-up form, please call me.

Sincerely,

Vocational Teacher

EXAMPLE

INITIAL FOLLOW-UP REMINDER CARD

Dear ________________________________

A few days ago we mailed you a questionnaire asking for information as to how your vocational education program relates to your present work or school situation.

We have not received the completed questionnaire, so please check your records to find it perhaps you received it and did not realize the importance of the information. If so, please complete and return it as soon as possible.

Your cooperation will be most appreciated.

Sign: ____________________Teacher________

(Postcard)

INITIAL FOLLOW-UP

Respondents and Non-Respondents

Name	Respondent	Non-Respondent	Address	Area Code	Phone

PROGRAM IMPROVEMENT FOLLOW-UP OF FORMER VOCATIONAL STUDENTS

Name: ____
Last First Middle Maiden Name

Date: ____________________ ____________________
Month Day Year Social Security No.

Please give your current address: ____
Street or Rural Route City

____
State Zip Code

School: ____________________ Vocational Program: ____________________

Part I: Employment Status

1. Are you working?
   - ____ full-time
   - ____ part-time
   - ____ unemployed
   - ____ continuing education
   - ____ military service
   - ____ self-employed

2. If employed, give name and address of your employer. (If not employed go to No. 10).
   ____
   ____
   ____

3. What type of work do you do?
   ____
   ____
   ____

4. What are your most important duties?
   ____
   ____
   ____

5. How did you get your job?
   - ____ teacher
   - ____ counselor
   - ____ state employment service
   - ____ newspaper advertisement
   - ____ friend or relative
   - ____ found own job
   - ____ other

6. What is your salary?
   $__________per hour

7. How many hours do you work per week?
   ____

8. How well did your vocational training prepare you for your present job?
   ____ excellent ____ fair
   ____ good ____ poor
   Suggestions for improvement
   ____
   ____
   ____

9. How well did your vocational training prepare you to secure and to hold your job?
   ____ excellent ____ fair
   ____ good ____ poor
   Suggestions for improvement
   ____
   ____
   ____

10. If you are unemployed, have you worked since leaving school?
    ____ yes ____ no

11. If yes, what type of work did you do?
    ____
    ____

12. If you are not working, would you like for us to help you locate a job?
    ____ yes ____ no

13. Give the name and address of your former employer.
    ____
    ____
    ____

14. If you are enrolled in school, give the name of your school and your area of study.

____

____

____

15. If you are not working in the area of your vocational training, would you explain why?

____

____

____

16. How do you rate your vocational program?

____ excellent ____ fair
____ good ____ poor

Suggestions for improvement

____

____

____

Part II: The following space has been provided for vocational teachers to add additional questions, if desired.

1. ____

____

2. ____

____

3. ____

____

Part III: The following space has been provided for your frank comments about your school and your program. The information will be used as guidelines for program improvement only and your comments will be considered STRICTLY CONFIDENTIAL. The space may also be used to explain some of the answers given above.

____

____

____

____

____

____

____

____

____

____

THANK YOU

EXAMPLE

PROGRAM IMPROVEMENT FOLLOW-UP NOTIFICATION CARD

Dear ____

We are preparing for a follow-up survey of people who were enrolled in vocational education programs during the 19____ school year.

You will receive a questionnaire with an explanation cover letter in approximately two weeks.

Your prompt action will be most sincerely appreciated.

Sign: ______________ Teacher ______________

Two Year Notification Card

PROGRAM IMPROVEMENT FOLLOW-UP COVER LETTER

June 23, 1976

Dear Former Student,

We need your help to evaluate the effectiveness of vocational education programs in this area. The information we are requesting will be used in improving present programs and in planning new ones. As a former student of vocational education, your activities and opinions are among the most valuable input we will receive.

Please complete this follow-up questionnaire and return it to us today. The information you submit will be kept confidential and used only for general reports. This is your opportunity to "tell it like it is" and help make sure that vocational education offers the best possible programs and services for future students. A postage-paid envelope is provided for your convenience.

Please mail this important information promptly. Your cooperation will be most appreciated.

Sincerely yours,

Vocational teacher

EXAMPLE

PROGRAM IMPROVEMENT FOLLOW-UP REMINDER CARD

Dear ____

A few days ago we mailed you a questionnaire asking for information regarding your former vocational education program.

We have not received the completed questionnaire. Please check your records to find if you received it. If so, your cooperation in providing the requested information will be most sincerely appreciated.

Sign: ______________Teacher__________________

Two Year Reminder Card

PROGRAM IMPROVEMENT

FOLLOW-UP

Respondents and Non-Respondents

NAME	RESPONDENT	NON-RESPONDENT	ADDRESS	AREA CODE	PHONE

Date: ______________________
School Year

(___ ___) R. E. Code

(___ ___ ___ ___ ___ ___) O. E. Code

School: ______________________

EMPLOYER SURVEY
OF
EMPLOYEE PERFORMANCE

PLEASE RESPOND TO THE FOLLOWING QUESTIONS BY MARKING THE APPROPRIATE SPACE

I. Vocational training in relation to job performance.

A. Technical Knowledge	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	___	___
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	___	___
3. The degree to which the employee possesses basic reading, verbal and computational skill	___	___

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge	___	___	___	___	___

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	___	___
2. Punctuality	___	___
3. Ability to work without supervision	___	___
4. Willingness to learn and improve	___	___
5. Cooperation with co-workers	___	___
6. Compliance with management policies, rules, and practices	___	___
7. Work Attendance	___	___

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	___	___	___	___	___
C. Overall rating of work quality	___	___	___	___	___
D. Overall rating of work quantity	___	___	___	___	___
E. Overall rating of vocational training as it relates to job performance	___	___	___	___	___

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison ______
2. Individual is better prepared ______
3. Both are about the same ______
4. Individual is less prepared . . ______

PLEASE MAKE ANY COMMENTS ON THE BACK OF THIS FORM

____
Employer's Name

110

____
Employer's Signature

EXAMPLE

EMPLOYER SURVEY COVER LETTER

July 8, 1978
(Sample)

Dear ________(employer's name)________

We are attempting to gain input from the employers of former vocational students in order that a relevant status be maintained in our instructional programs. Your answers to the enclosed questions will be most helpful when evaluating current programs and planning new ones.

You will find enclosed a brief instructional statement for your convenience.

Your cooperation with the endeavor will be most sincerely appreciated.

Sincerely yours,

DIRECTIONS: Please indicate your satisfaction with the employee as compared with other workers in the same work group. If the worker is the only person employed with your firm, compare him or her with others who have worked in the same position. This information will be kept strictly confidential. Please respond to all questions, even if the employee no longer works for your firm.

This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely. This form contains no student-identifiable information. The code number in the upper right-hand corner contains information of the program in which the individual was enrolled, the level of the program, and other demographic information which will allow vocational educators to evaluate the effectiveness of their program. No part of the code contains student identifiers. Please remove the cover letter before returning this form.

111

SCHOOL ______________________

O. E. CODE ______________________

SCHOOL YEAR ______________________

EMPLOYER SURVEY
RESPONDENTS AND NON-RESPONDENTS

STUDENT'S NAME	R. E. CODE	EMPLOYER	EMPLOYER'S ADDRESS	EMPLOYER'S PHONE	PERSON CONTACTED	RESPONDED	
						YES	NO

NON-COMPLETER FOLLOW-UP

Dear ______________________________

We are attempting to find why individuals enroll in a vocational program and terminate prior to acquiring a marketable skill. Our records indicate that you were enrolled in ______________ during the year of ________, but you withdrew prior to completion. It will assist us in planning future vocational programs if you will take a few minutes to answer the following questions and return the questionnaire to me.

Sincerely yours,

Teacher ________ (Teacher's signature) ______________

I. Why did you leave the program prior to completion?
(Check one or more).

☐ I attended under the Veterans Administration training program and quit after the V.A. payments ran out.

☐ It was not what I was interested in.

☐ I completed the part of the program I was interested in.

☐ I had problems getting along with the teacher.

☐ I had to quit because of financial problems.

☐ I quit because of medical reasons.

☐ I quit because of personal reasons.

☐ I had trouble making passing grades.

☐ Other – Explain ______________________________

II. What did you think of the school while you were there?

☐ Excellent

☐ Good

☐ Fair

☐ Poor

III. Comments ______________________________

PART III

SYSTEM MANAGEMENT PLAN
Flow Charts

INTRODUCTION

The Kentucky Placement and Follow-Up System contains a number of components. There are four separate systems included in the overall program:

1. Placement System Position Input (gold)
2. Placement and Follow-Up Systems Input (yellow)
3. Placement System Input, including the Career Placement and Placement Operations Sub-systems (ivory)
4. Follow-Up System (salmon)

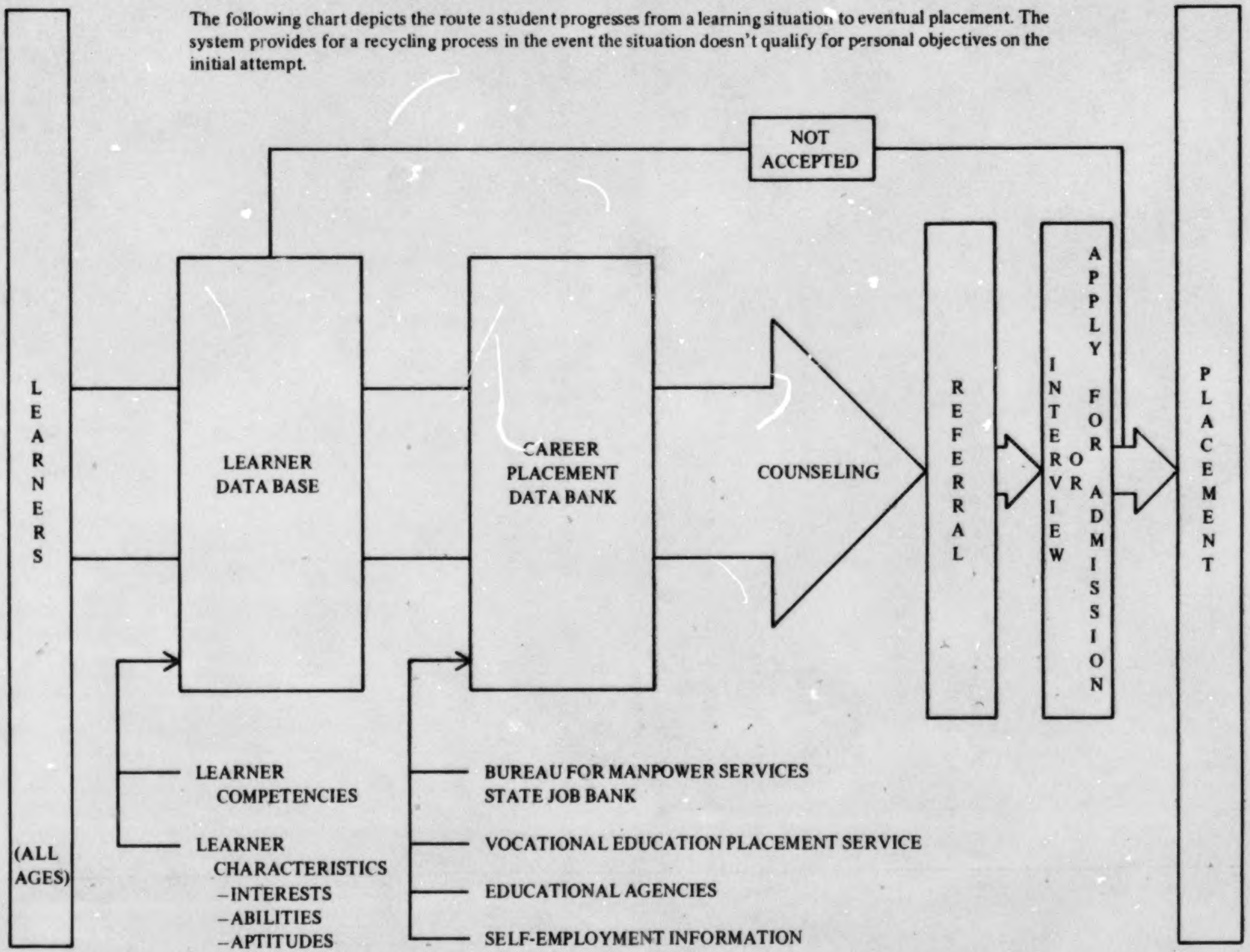
These are shown on the card on the following page.

Each system has been further divided into sub-systems, as shown on the cart. This section of the manual provides for each sub-system: a narrative description, a vertical line flow model, a flow chart and a task identification chart.

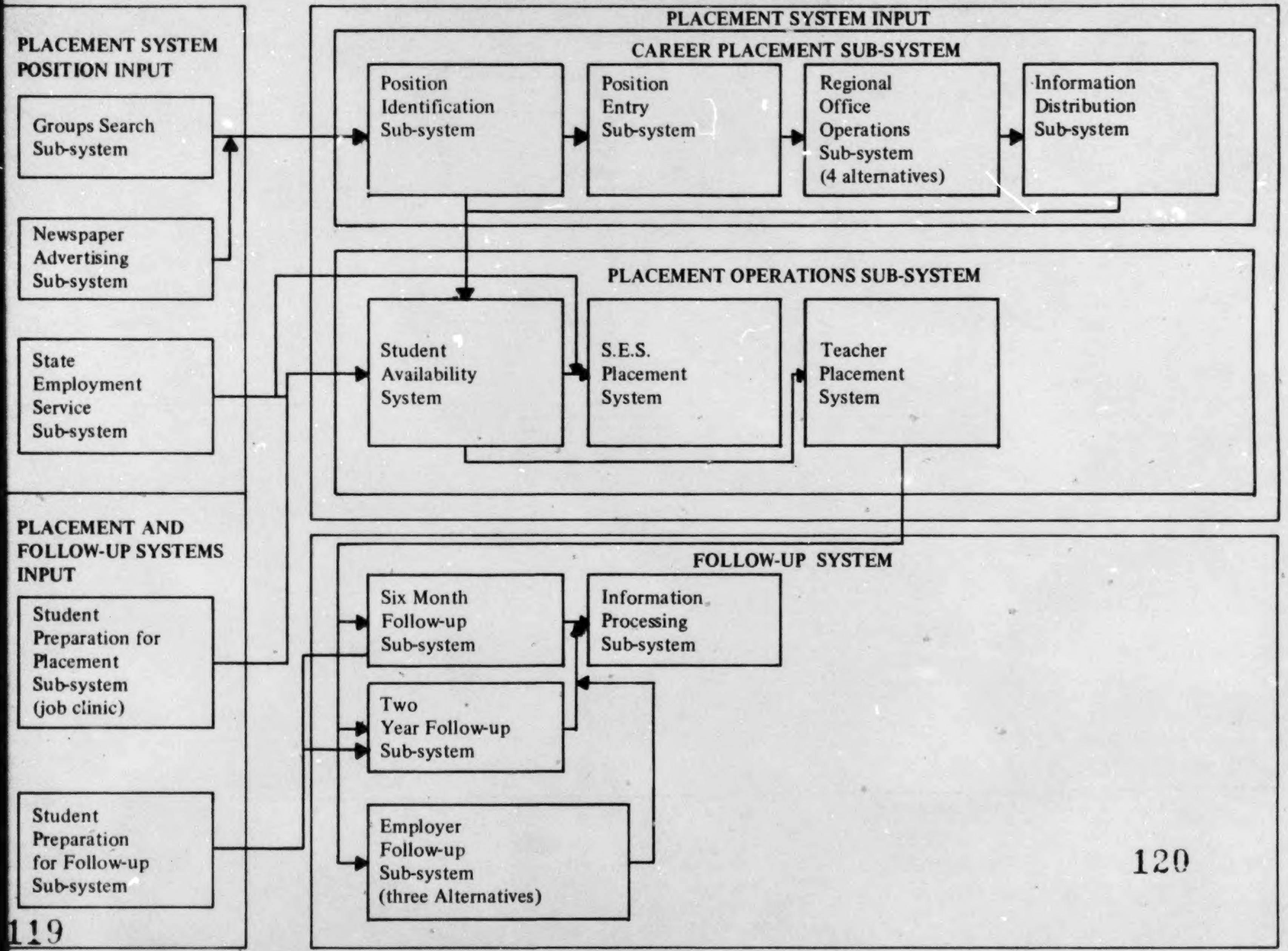
These charts are the basis of the management system for implementing the Placement and Follow-Up System.

116

The following chart depicts the route a student progresses from a learning situation to eventual placement. The system provides for a recycling process in the event the situation doesn't qualify for personal objectives on the initial attempt.


LEARNERS
(ALL AGES)
LEARNER DATA BASE
CAREER PLACEMENT DATA BANK
COUNSELING
REFERRAL
INTERVIEW
OR
APPLY FOR ADMISSION
PLACEMENT
NOT ACCEPTED
LEARNER COMPETENCIES
LEARNER CHARACTERISTICS
–INTERESTS
–ABILITIES
–APTITUDES
BUREAU FOR MANPOWER SERVICES
STATE JOB BANK
VOCATIONAL EDUCATION PLACEMENT SERVICE
EDUCATIONAL AGENCIES
SELF-EMPLOYMENT INFORMATION

SUB-SYSTEMS OF THE PLACEMENT AND FOLLOW-UP SYSTEM


PLACEMENT SYSTEM POSITION INPUT
Groups Search Sub-system
Newspaper Advertising Sub-system
State Employment Service Sub-system
PLACEMENT AND FOLLOW-UP SYSTEMS INPUT
Student Preparation for Placement Sub-system (job clinic)
Student Preparation for Follow-up Sub-system
PLACEMENT SYSTEM INPUT
CAREER PLACEMENT SUB-SYSTEM
Position Identification Sub-system
Position Entry Sub-system
Regional Office Operations Sub-system (4 alternatives)
Information Distribution Sub-system
PLACEMENT OPERATIONS SUB-SYSTEM
Student Availability System
S.E.S. Placement System
Teacher Placement System
FOLLOW-UP SYSTEM
Six Month Follow-up Sub-system
Information Processing Sub-system
Two Year Follow-up Sub-system
Employer Follow-up Sub-system (three Alternatives)

PLACEMENT SYSTEM POSITION INPUT

Groups Search Sub-system

The Groups Search Sub-system is one method by which an employer might obtain a qualified person to fill a job vacancy. Examples of these groups are trade unions, professional associates, in-house search, personal acquaintances, etc. This method is feasible when searching for a qualified employee without utilizing the mass-media. The relationship of this method to the vocational education placement system may be exemplified in that endeavors from this search method will reach the vocational education personnel and thus result in placement of vocational students.

Newspaper Advertising Sub-system

The Newspaper Advertising Sub-system is a method utilized by many employers in their search for employees. The placement system contains provisions for utilizing newspaper ads as a vehicle for input in the job placement system. Information from newspaper ads may be selected and referred to the appropriate person for utilization in the system.

State Employment Service Sub-system

The State Employment Service Sub-system will play a vital role in the vocational education student placement system. This system is designed to be comprehensive to the point that it contains every feasible means of placing students in employment. The State Employment Service, as the name implies, has as its top priority the provision of job placement assistance for the public, therefore, it is only reasonable to assume cooperation be implemented between the two agencies. The step by step description of the procedure is revealed in the flow chart and the line flow.

PLACEMENT AND FOLLOW-UP SYSTEMS INPUT

Student Preparation for Placement Sub-system

The Student Preparation for Placement Sub-system must contain provision for implementation and maximum utilization of every feasible means of enhancing the employment potential of the student. A suggested topical outline for an occupational orientation program "job clinic" will be provided for the vocational teacher and/or vocational administrator. This program contains important topics that should be covered prior to the student's seeking employment.

Student Preparation for Follow-up Sub-system

The Student Preparation for Follow-up Sub-system will be a segment of the job clinic program and will be devoted to orienting the exiting student to the follow-up system. Each student will be informed of the fact that a follow-up will occur approximately nine months and three years after leaving school. The importance of responding to the follow-up will be emphasized to each student. This should produce a higher rate of information return, thus, the input for program improvement will be greater.

PLACEMENT SYSTEM INPUT

CAREER PLACEMENT SUB-SYSTEMS

Position Identification Sub-system

The Position Identification Sub-system is designed to provide an operational step by step visual description of how job vacancy information flows from the employer to the teacher and eventually to the student. Four alternative methods are built into the system. Each alternative provides for job information to reach the student regardless of the origin or the contact person. There is also built into this component of the system a method of providing potential employers of vocational students with information pertinent to how the employer can obtain qualified candidates for future job vacanies.

Position Entry Sub-system

The Position Entry Sub-system provides a visual description of the method by which each employer can obtain a list consisting of the teacher's name and school's name, address and telephone number where instructional programs pertinent to the employer's interest are located. This system will enable each employer to call a school administrator or teacher when the need for a qualified employee arises.

Regional Office Operations Sub-system (four alternatives)

The Regional Office Operations Sub-system deals specifically with the regional office methods of collection and dissemination of employment information. There are four alternatives within this sub-system:

1. A manually operated system by which the staff collect information on job vacancies and at the end of each week a list is prepared and distributed to the local schools.

2. Provide for key punching of the job information with a recall to be made available weekly. This system requires hand sorting of the punched cards.

3. Identical to number two with the exception of machine sorting of the cards by program area.

4. The information is to be fed into a computer terminal with a print out available as the need arises.

Information Distribution Sub-system

The Information Distribution Sub-system describes the method by which the job information is disseminated from the regional office to the student

PLACEMENT OPERATIONS SUB-SYSTEMS

Student Availability Sub-system

The Student Availability Sub-system provides a visual description of how the student having completed a vocational program may enter the labor market. The system contains a method of referring the completing student to the State Employment Service along with a description of how the two agencies shall cooperate for the purpose of providing a service to the student. The system also provides for a means of providing feed-back of information to the teacher from the State Employment Service.

The State Employment Service Placement System

The State Employment Service Placement System has its own operating procedures. The system flow chart provides a step by step description of the agency method of dissemination of employment information.

Teacher Operations Sub-system

The Teacher Operations Sub-systems describes how the teacher may utilize personal contact with employers pertinent to the placement of students. All teachers maintain close contact with employers within their individual occupational area. Many employers often provide job needs information to teachers that cannot be fulfilled by their teacher. The teacher operated system provides for a means of disseminating this information to other teachers who might have a student meeting the employer's criteria for employment.

FOLLOW-UP SYSTEM

INITIAL FOLLOW-UP SUB-SYSTEM

The Initial Follow-Up Sub-system is designed to provide vocational education personnel with post-employment information. Each vocational teacher is required to submit a report relative to the employment status of those students having exited the program at the end of, or during, the previous school year. Specific information is required from this component of the follow-up system. The information requested may vary with federal requirement, however, the procedure will remain uniform.

PROGRAM IMPROVEMENT FOLLOW-UP SUB-SYSTEM

The Program Improvement Follow-up Sub-system is designed to produce information necessary for program evaluation and subsequent improvement of vocational education programs. The Program Improvement Follow-up Sub-system is described extensively in the flow chart model and line flow model. The system is designed to be operated at the local teacher level with the information compiled and channeled to the state level via a planned organizational flow. An information feed-back system is designed to provide the local teacher with information needed to evaluate and improve the local instructional program.

Employer Follow-up Sub-system (three alternatives)

The Employer Follow-up Sub-system is an important vechiel when evaluating a vocational instructional program. The employer is the only person capable of determining if the former vocational student is capable of performing on the job to the degree of competency specified in the program objectives. The employer follow-up is in reality a survey conducted by the teacher. The method of conducting this survey is described in the flow chart model. This system provides for the teacher to contact employers of former students for the purpose of obtaining predetermined information pertinent to the relevancy of the local instructional program. The three alternatives deal specifically with the methods of conducting the survey. This is described in detail in the flow chart model and line flow model. The three alternatives are:

1. The questionnaire is mailed by and returned to the teacher.

2. The questionnaire is mailed by the teacher and returned to the local school administrator.

3. The questionnaire is mailed from and returned to the regional office.

Information Processing Sub-system (four alternatives)

The Information Processing Sub-system provides for four alternative methods of processing the information produced from the different follow-up systems. These alternatives are as briefly described:

1. A summary form is provided for each teacher to complete. The information is forwarded to the state office level where all processing occurs.

2. The teacher sends the questionnaire to the regional office where each is checked for errors and key

punched. The cards are verified and sent to the state for processing.

3. The existing class roster will be utilized for compilation at the regional level.

4. The teacher is provided with a summary form to complete and return to the regional office where compilation occurs and results are sent to the state level for processing.

PLACEMENT SYSTEM INPUT
GROUPS SEARCH SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. Start. This is the initiation point of the system for the employers search for skilled personnel.

2. The employer has need for skilled person. This infers that the employer has identified the need for skilled personnel to perform specific duties for monetary remuneration.

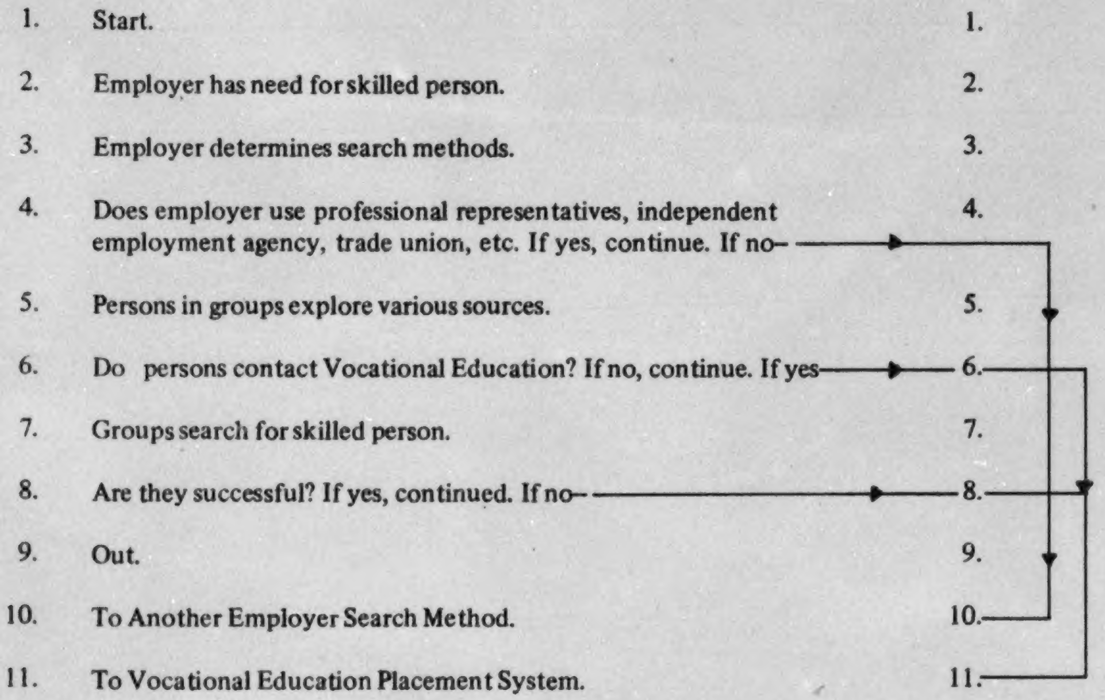
3. The employer determines the search method.

4. Does the employer use professional representatives, independent employment agency, trade union, etc. If the employer does not use any of these search methods, go to "Another Employment Search Method." If yes, persons in groups explore various sources. The term "persons" implies any individual in any of the groups which might search for a skilled person to fill a vacancy within a specified skill area.

5. Do persons contact Vocational Education? If yes, go to Vocational Education Placement System. If no, continue. The persons within each group searches within their individual perimeter of knowledge for a skilled person to fill a specific job.

6. Are they successful? If yes, out. This is the end of this system. If no, go another search method.

VERTICAL LINE FLOW MODEL



1. Start. 1.

2. Employer has need for skilled person. 2.

3. Employer determines search methods. 3.

4. Does employer use professional representatives, independent employment agency, trade union, etc. If yes, continue. If no– 4.

5. Persons in groups explore various sources. 5.

6. Do persons contact Vocational Education? If no, continue. If yes– 6.

7. Groups search for skilled person. 7.

8. Are they successful? If yes, continued. If no– 8.

9. Out. 9.

10. To Another Employer Search Method. 10.

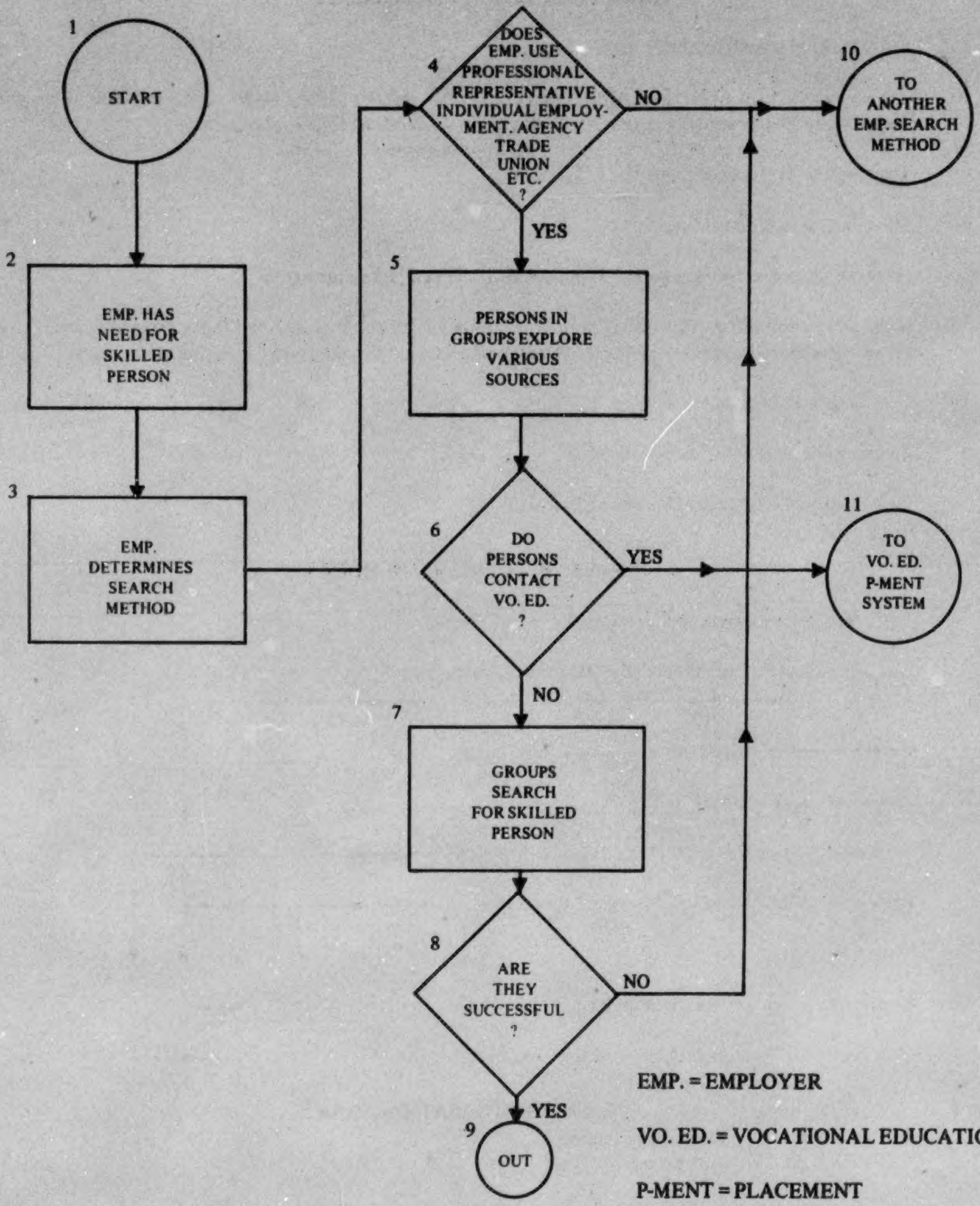
11. To Vocational Education Placement System. 11.

TASK IDENTIFICATION CHART

EMPLOYER: Has need for skilled person.
Determines search methods.

PERSONS and/or GROUPS: Explore various sources.
Search for skilled person.

PLACEMENT SYSTEM INPUT
GROUP SEARCH SUB-SYSTEM
FLOW CHART MODEL


1
START
2
EMP. HAS NEED FOR SKILLED PERSON
3
EMP. DETERMINES SEARCH METHOD
4
DOES EMP. USE PROFESSIONAL REPRESENTATIVE INDIVIDUAL EMPLOYMENT. AGENCY TRADE UNION ETC. ?
NO
YES
5
PERSONS IN GROUPS EXPLORE VARIOUS SOURCES
6
DO PERSONS CONTACT VO. ED. ?
YES
NO
7
GROUPS SEARCH FOR SKILLED PERSON
8
ARE THEY SUCCESSFUL ?
NO
YES
9
OUT
10
TO ANOTHER EMP. SEARCH METHOD
11
TO VO. ED. P-MENT SYSTEM

EMP. = EMPLOYER

VO. ED. = VOCATIONAL EDUCATION

P-MENT = PLACEMENT

PLACEMENT SYSTEM INPUT
NEWSPAPER ADVERTISING SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. From another search method.

2. Does employer run newspaper advertisement? If yes, continue. If no, go to number 8. The employer selects a newspaper and places an advertisement for someone to fill his job vacancy.

3. The employer runs advertisment.

4. The newspaper is distributed.

5. Does the school receive the paper? If no, continue. If yes, go to number 9.

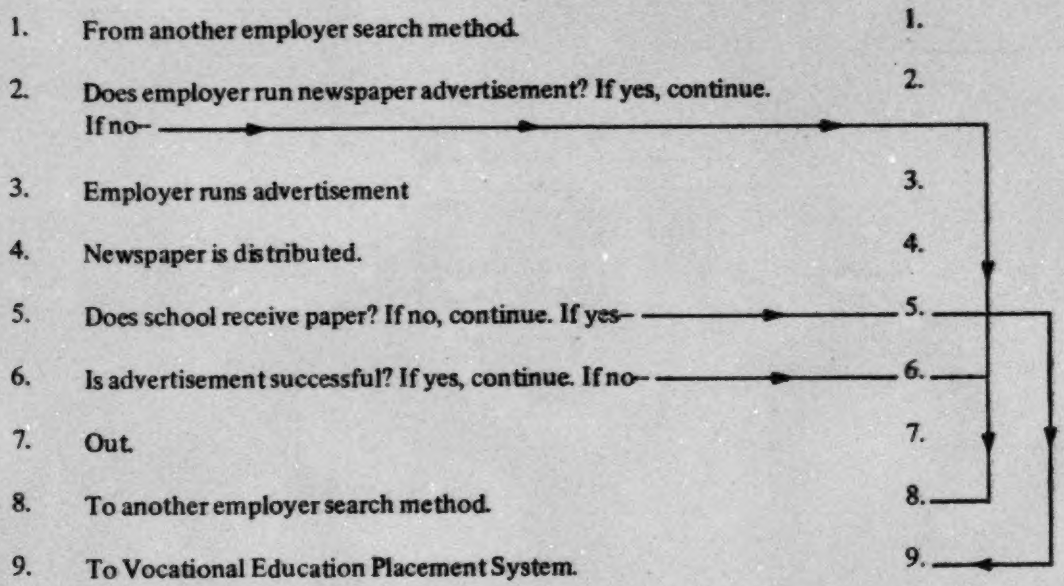
6. Is the advertisement successful? If no, go to number 8. If yes, it is assumed that someone meeting the job specifications has answered the advertisement and is employed to fill the described vacancy.

7. Out. The end of this system.

8. To another employer search method.

9. To Vocational Education Placement System.

VERTICAL LINE FLOW MODEL



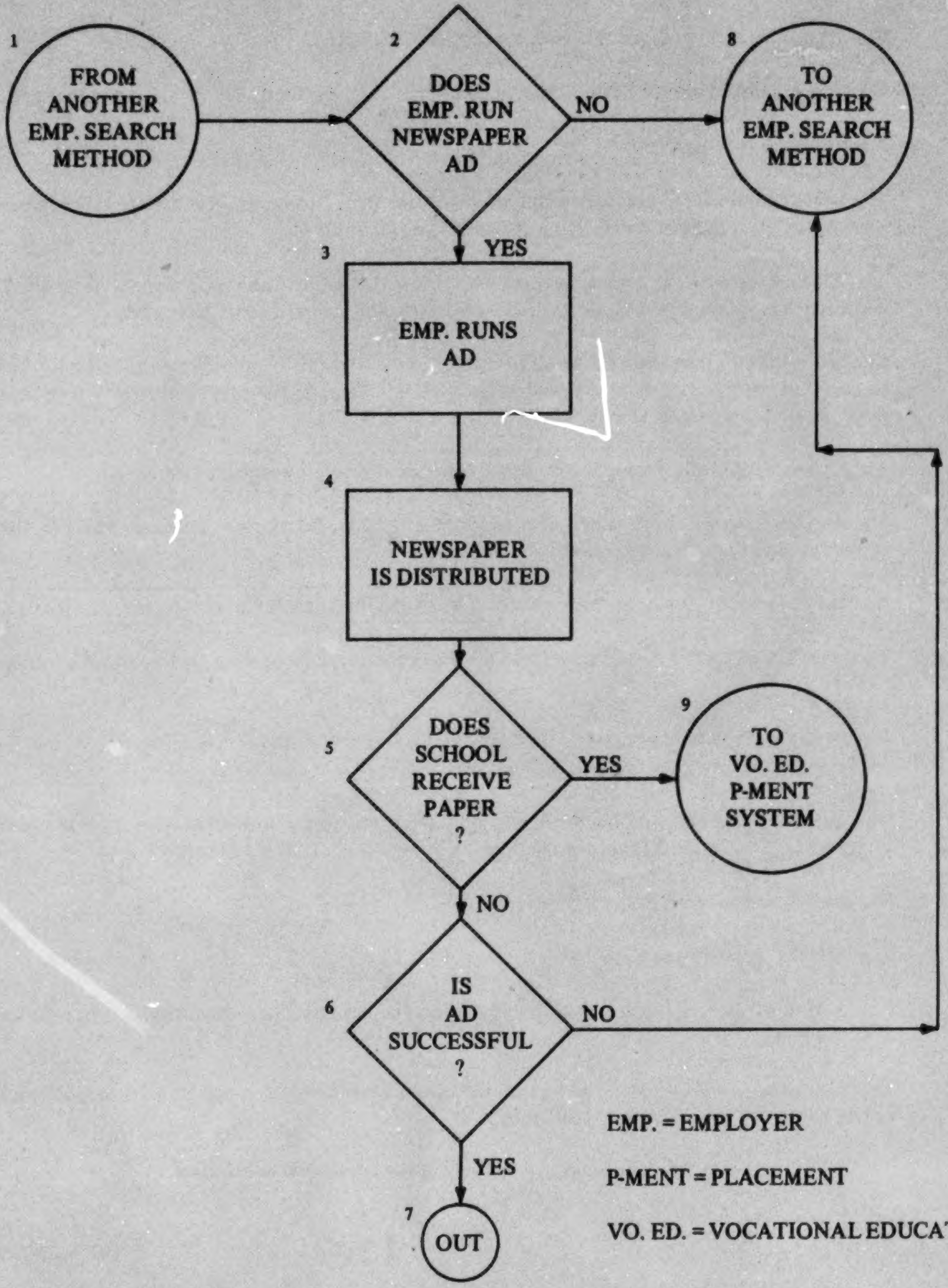
1. From another employer search method.
2. Does employer run newspaper advertisement? If yes, continue. If no–
3. Employer runs advertisement
4. Newspaper is distributed.
5. Does school receive paper? If no, continue. If yes–
6. Is advertisement successful? If yes, continue. If no–
7. Out.
8. To another employer search method.
9. To Vocational Education Placement System.

TASK IDENTIFICATION CHART

EMPLOYER:	Runs advertisement.
NEWSPAPER:	Is distributed.

130

PLACEMENT SYSTEM INPUT NEWSPAPER ADVERTISING SUB-SYSTEM FLOW CHART MODEL


1
FROM ANOTHER EMP. SEARCH METHOD
2
DOES EMP. RUN NEWSPAPER AD
NO
8
TO ANOTHER EMP. SEARCH METHOD
YES
3
EMP. RUNS AD
4
NEWSPAPER IS DISTRIBUTED
5
DOES SCHOOL RECEIVE PAPER ?
YES
9
TO VO. ED. P-MENT SYSTEM
NO
6
IS AD SUCCESSFUL ?
NO
YES
7
OUT

EMP. = EMPLOYER

P-MENT = PLACEMENT

VO. ED. = VOCATIONAL EDUCATION

PLACEMENT SYSTEM INPUT
STATE EMPLOYMENT SERVICE SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. Start. The initiation point of the State Employment Service Operating System.

2. Does the employer use the State Employment Service? If yes, continue. If no, go to number 3.

3. To another search method.

4. The State Employment Service completes job order form. Someone in the State Employment Service office is assigned the task of receiving and recording job orders.

5. The State Employment Service assigns the job order to an interview. Someone with the proper authority assigns the job order to an interviewer who will attempt to fill the vacancy.

6. The State Employment Service sends job order to the State Job Bank. When the order is processed in a local office and is not filed immediately, it is reported to the job bank where it is disseminated throughout the region served by that particular job bank.

7. Are activities that follow done by the state? If no, continue. If yes, go to number 20.

8. Interviewer reviews applications for employment. The interviewer searches the file for existing applicants meeting the job requirement.

9. Are there applicants that match the job specifications. If no, continue. If yes, go to number 11.

10. The State Employment Service advertises via the news media for applicants meeting the job description specifications.

11. Job seekers complete applications. The vocational education students seeking employment complete applications for employment within their skill area.

12. The interviewer calls applicant. Upon matching the job requirements to the application, the interviewer calls the applicant to determine if the person is interested in the job.

13. The interviewer re-interviews the applicant.

14. The interviewer selects applicant(s). This is a screening process directed by the employer.

15. The interview refers applicant(s) to the employer. The employer may ask to see one or more people for the same job.

16. The interviewer sends referral message to job bank. Each time a referral is made the job bank must be notified in order to prevent duplicate referrals.

17. The interviewer does job follow-up to determine if the applicant got the job.

132

18. The interviewer seeks job orders for other applicants. The interviewer may seek job orders at the same time follow-up is done.

19. Does the employer accept the applicant? Is yes, continue. If no, go to number 7.

20. The employer sends back card. Each employer will be given a card when the applicant is hired. The employer will be responsible for completing and returning it to the State Employment Service. Go to number 29.

21. From number 6, (yes). State enters job order in computer.

22. Computer completes microfiche.

23. State distributes microfiche by courier. There are two regions in Kentucky. The western region is served from Louisville. The eastern region is served by the Lexington office. The microfiche is distributed daily from each center to all offices within the region.

24. The interviewer reviews the microfiche.

25. The interviewer matches job to applicant.

26. The interviewer calls the applicant.

27. If available, the interviewer calls the job bank. If the interviewer matches an applicant with a job, the interviewer notifies the job bank of the matching.

28. The State Job Bank checks for referrals on thejob. If the job is still vacant, the referral is made. This method is utilized to prevent referring someone to a job which is no longer available.

29. The state gives permission. The State Job Bank gives permission for the referral to be made.

30. State Employment Service closes order. As soon as the job is filled the State Employment Service closes the order.

31. State Employment Service notifies the State Job Bank. Someone in the local office notifies the job bank of the placement. The job bank removes the order from the microfiche.

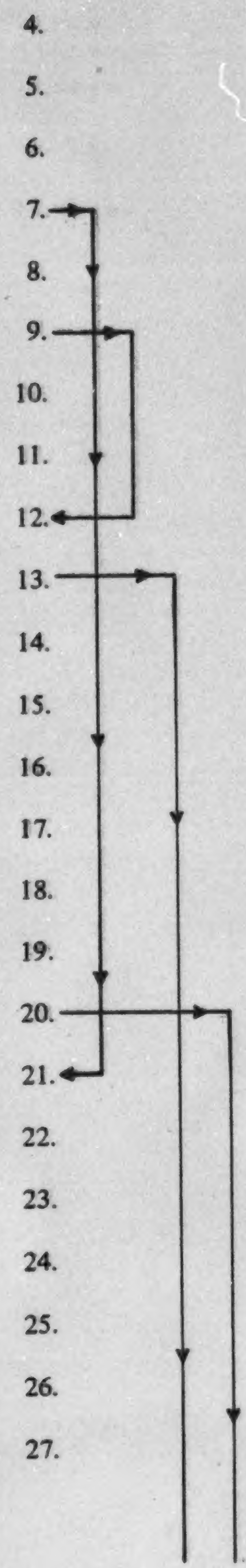
PLACEMENT SYSTEM INPUT
STATE EMPLOYMENT SERVICE SUB-SYSTEM
VERTICAL LINE FLOW MODEL

1. Start. 1.

2. Does employer use State Employment Service? If no, continue. If yes– 2.

3. To another search method. 3.

4. State Employment Service completes job order form.
5. State Employment Service assigns job order to interviewer.
6. State Employment Service sends job order to job bank.
7. Are activities that follow done by state? If no, continue. If yes–
8. Interviewer reviews applications for employment.
9. Are there applications that match job specifications? If no, continue. If yes–
10. State Employment Service advertises job (radio, television, newspaper).
11. Job seekers complete applications
12. Interviewer calls applicants.
13. Interviewers re-interviews applicant.
14. Interviewer selects applicants.
15. Interviewer refers applicant to employer.
16. Interviewer sends referral message to job bank.
17. Interviewer does job follow-up if applicant got job.
18. Interviewer seeks job orders for other applicants.
19. Does employer accept the applicant? If yes, continue. If no–
20. Employer sends back card.
21. State enters job order in computer.
22. Computer completes microfiche.
23. State distributes microfiche by courier.
24. Interviewer reviews microfiche.
25. Interviewer matches job to applicant.
26. Interviewer calls applicant.
27. If available, interviewer calls job bank.



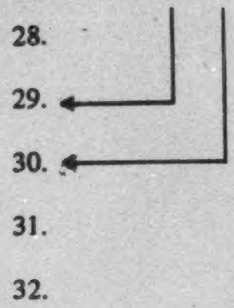
28. State Job Bank checks for referrals.

29. State gives permission.

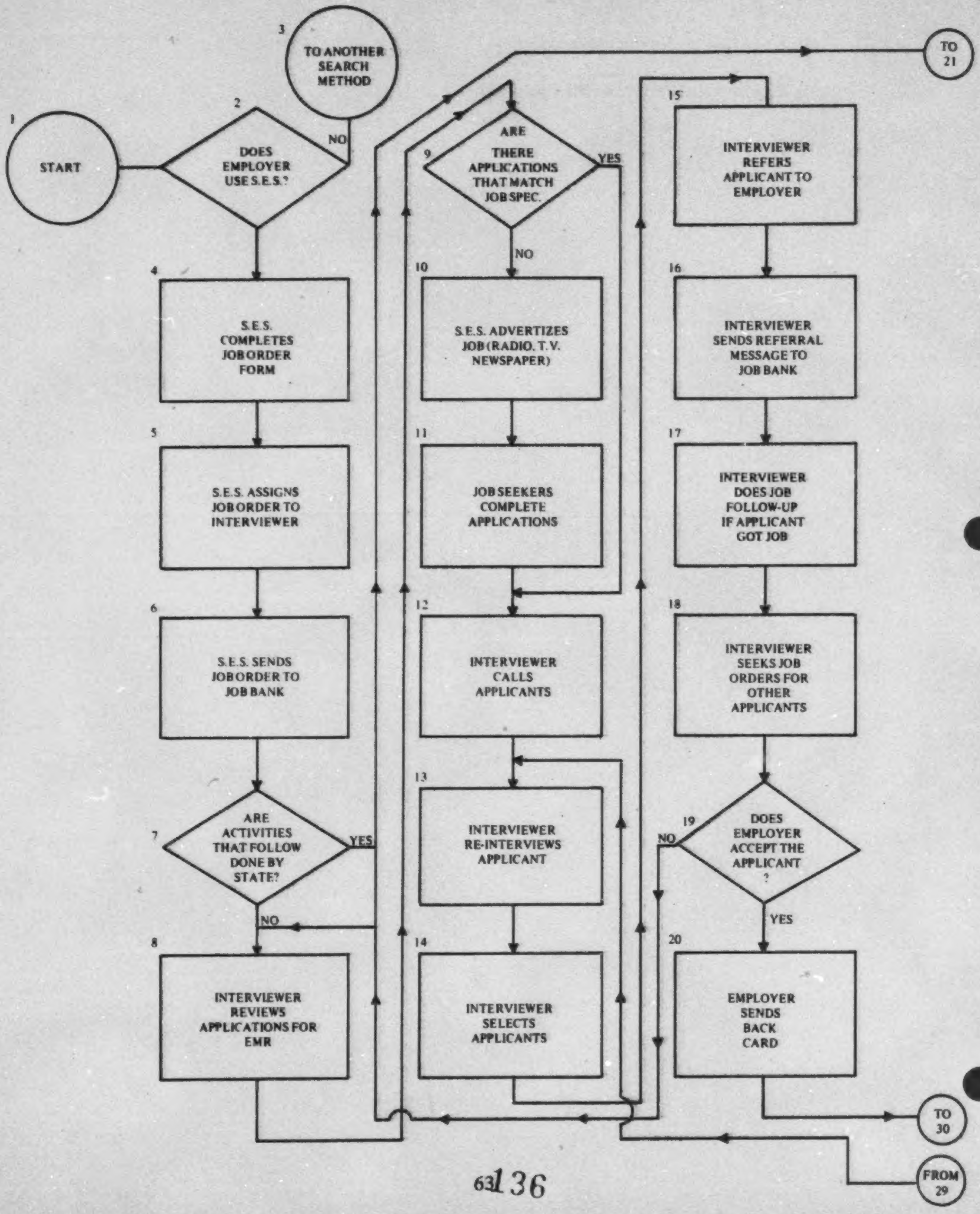
30. State Employment Service closes order.

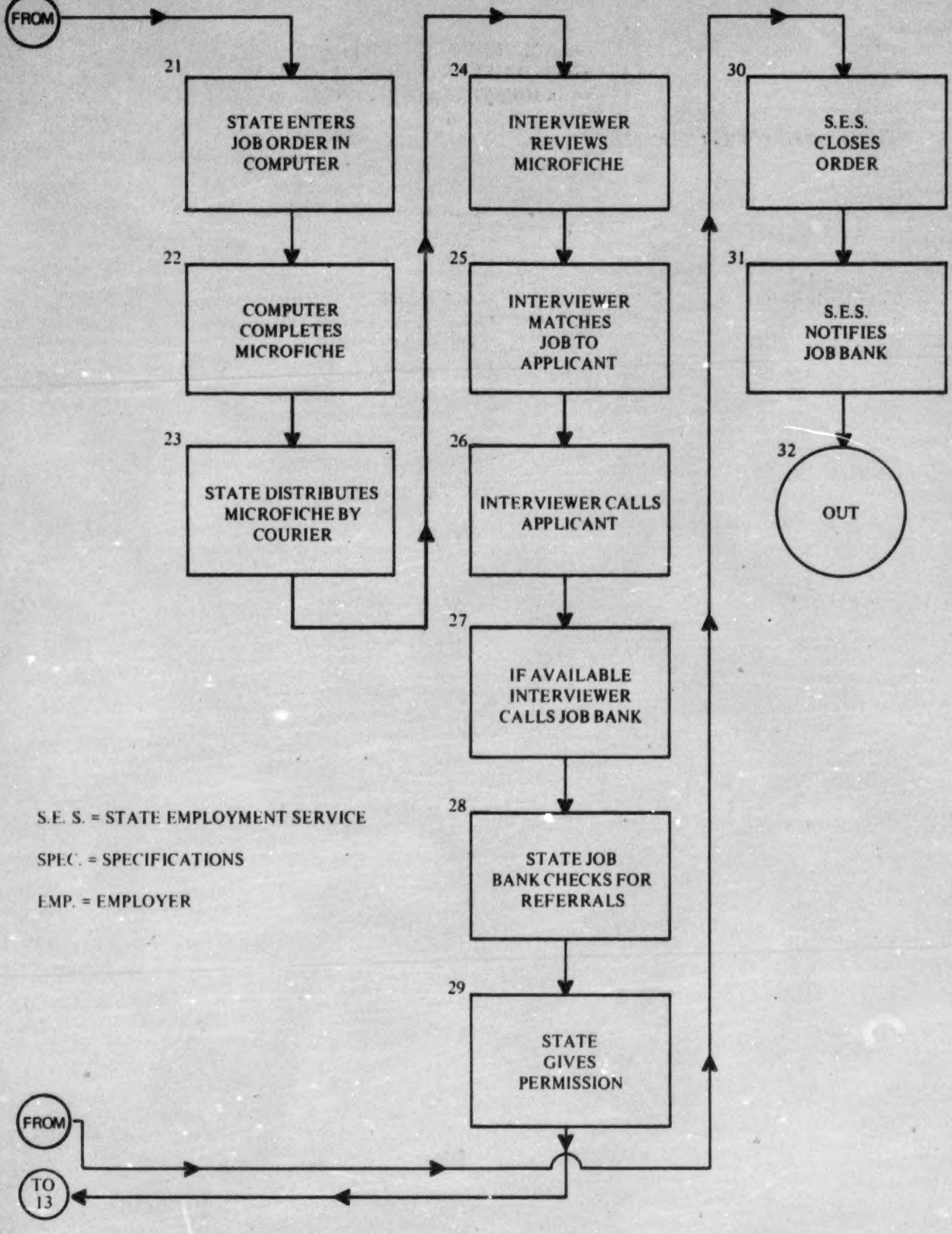
31. State Employment Servive notifies job bank.

32. Out.



STATE EMPLOYMENT SERVICE SUB-SYSTEM
FLOW CHART MODEL


1
START
2
DOES EMPLOYER USE S.E.S.?
NO
3
TO ANOTHER SEARCH METHOD
4
S.E.S. COMPLETES JOB ORDER FORM
5
S.E.S. ASSIGNS JOB ORDER TO INTERVIEWER
6
S.E.S. SENDS JOB ORDER TO JOB BANK
7
ARE ACTIVITIES THAT FOLLOW DONE BY STATE?
YES
NO
8
INTERVIEWER REVIEWS APPLICATIONS FOR EMR
9
ARE THERE APPLICATIONS THAT MATCH JOB SPEC.
YES
NO
10
S.E.S. ADVERTIZES JOB (RADIO, T.V. NEWSPAPER)
11
JOB SEEKERS COMPLETE APPLICATIONS
12
INTERVIEWER CALLS APPLICANTS
13
INTERVIEWER RE-INTERVIEWS APPLICANT
14
INTERVIEWER SELECTS APPLICANTS
TO 21
15
INTERVIEWER REFERS APPLICANT TO EMPLOYER
16
INTERVIEWER SENDS REFERRAL MESSAGE TO JOB BANK
17
INTERVIEWER DOES JOB FOLLOW-UP IF APPLICANT GOT JOB
18
INTERVIEWER SEEKS JOB ORDERS FOR OTHER APPLICANTS
19
DOES EMPLOYER ACCEPT THE APPLICANT ?
NO
YES
20
EMPLOYER SENDS BACK CARD
TO 30
FROM 29


FROM
21
STATE ENTERS JOB ORDER IN COMPUTER
22
COMPUTER COMPLETES MICROFICHE
23
STATE DISTRIBUTES MICROFICHE BY COURIER
24
INTERVIEWER REVIEWS MICROFICHE
25
INTERVIEWER MATCHES JOB TO APPLICANT
26
INTERVIEWER CALLS APPLICANT
27
IF AVAILABLE INTERVIEWER CALLS JOB BANK
28
STATE JOB BANK CHECKS FOR REFERRALS
29
STATE GIVES PERMISSION
30
S.E.S. CLOSES ORDER
31
S.E.S. NOTIFIES JOB BANK
32
OUT
FROM
TO 13

S.E. S. = STATE EMPLOYMENT SERVICE

SPEC. = SPECIFICATIONS

EMP. = EMPLOYER

PLACEMENT SYSTEM INPUT
STATE EMPLOYMENT SERVICE SUB-SYSTEM
TASK IDENTIFICATION CHART

STATE EMPLOYMENT SERVICE:	Completes job order form.
	Assigns job order to interviewer.
	Sends job order to job bank.
	Advertise job (radio, television, newspaper)
	Closes order.
	Notifies job bank.
INTERVIEWER:	Reviews applications for employment.
	Calls applicants.
	Re-interviews applicant.
	Selects applicant.
	Refers applicant to employer.
	Sends referral message to job bank.
	Does job follow-up if applicant got job.
	Seeks job orders for other applicants.
	Reviews microfiche.
	Matches job to applicant.
	Calls applicant.
	Calls job bank (if available).
JOB SEEKERS:	Complete applications.
EMPLOYER:	Sends back card.
STATE:	Enters job order in computer.
	Distributes microfiche by courier.
	Gives permission.
COMPUTER:	Completes microfiche.
STATE JOB BANK:	Checks for referrals.

PLACEMENT AND FOLLOW-UP SYSTEMS INPUT
STUDENT PREPARATION SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. From vocational program. It must be assumed that every student preparing to enter the placement system will have completed a vocational program and will have been recommended by the teacher for placement.

2. Student approaches program completion date. As soon as he learns of the completion data, an exit interview will be conducted with the student.

3. Teacher and/or counselor arranges for exit interview.

4. Does the student possess all competencies required for the next career step? If yes, continue, If no, go to number 6. At this point the student is referred to the job clinic program. It is assumed the student has achieved the instructional area skills, but may be lacking the knowledge of how to properly use what has been learned.

5. The teacher and/or counselor refers the student for career placement.

6. The student is scheduled for the job clinic.

7. The student masters all job clinic competencies.

VERTICAL LINE FLOW MODEL

1. From vocational program. 1.

2. Student approaches completion data. 2.

3. Teacher and/or counselor arranges for exit interview. 3.

4. Does student posses competencies in all areas (job clinic)? if yes, continue. If no— 4.

5. Teacher and/or counselor refers student for placement. 5.

6. Student is scheduled for job clinic. 6.

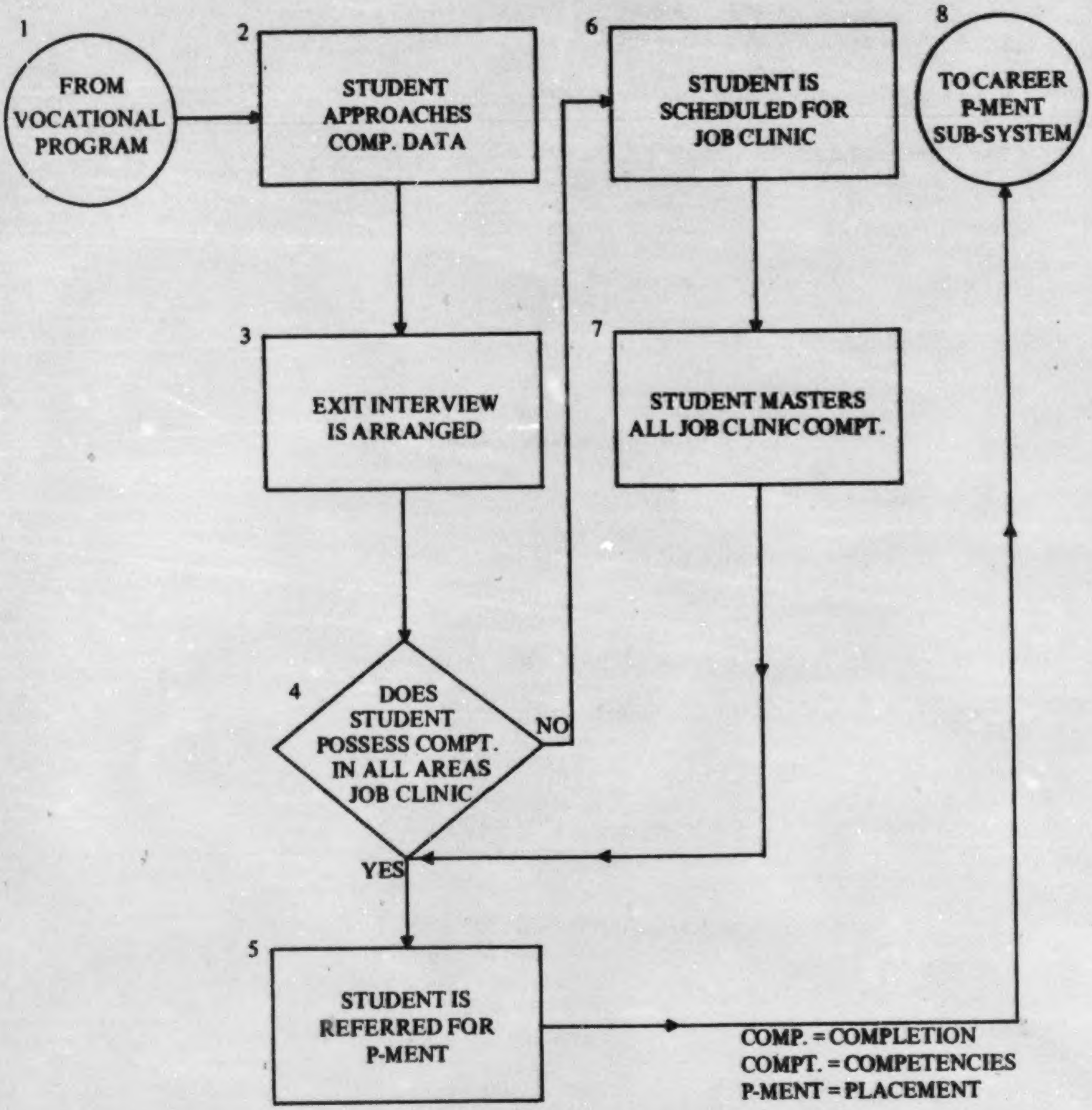
7. Student masters all job clinic competencies. 7.

8. To career placement sub-system. 8.

TASK IDENTIFICATION CHART

STUDENT:	Approaches completion data. Is scheduled for job clinic. Masters all job clinic competencies.
TEACHER and/or COUNSELOR:	Arranges for exit interview. Refers student for placement.

PLACEMENT SYSTEM
STUDENT PREPARATION SUB-SYSTEM
FLOW CHART MODEL
JOB CLINIC



1
FROM VOCATIONAL PROGRAM
2
STUDENT APPROACHES COMP. DATA
3
EXIT INTERVIEW IS ARRANGED
4
DOES STUDENT POSSESS COMPT. IN ALL AREAS JOB CLINIC
NO
YES
5
STUDENT IS REFERRED FOR P-MENT
6
STUDENT IS SCHEDULED FOR JOB CLINIC
7
STUDENT MASTERS ALL JOB CLINIC COMPT.
8
TO CAREER P-MENT SUB-SYSTEM

COMP. = COMPLETION
COMPT. = COMPETENCIES
P-MENT = PLACEMENT

140

PLACEMENT AND FOLLOW-UP SYSTEMS INPUT
STUDENT PREPARATION FOR FOLLOW-UP SYSTEM
NARRATIVE DESCRIPTION MODEL

1. A person has an interest in vocational education.

2. That person seeks information about vocational education – generally from the counselor.

3. Counselor explains vocational education program which includes the follow-up system.

4. Individual decides whether or not to enroll in vocational education program.

5. If individual decides to enroll, that individual becomes a student who receives an orientation to the school which includes explanation of follow-up system.

6. Placement and follow-up brochure is distributed to students during orientation to school.

7. Student starts training program.

★ 8. At various times during the year, the teacher reminds students of the following-up system. This reminder is interwoven into the instruction.

9. Does the student complete program requirements?

10. No, the student does not complete requirements, but does the student have an exit interview?

11. Student completes program requirements and has option of participating in the work readiness clinic.

12. The student participates in work readiness clinic and then may or may not have exit interview.

13. Individual elects not to enroll in vocational program; student does not complete program requirements and does not have exit interview; student completes program requirements, but does not participate in work readiness clinic and does not have exit interview.

14. Student does not complete program requirements, but does have exit interview and goes to career placement; student has exit interview after work readiness clinic and goes to carreer placement; student does not have exit interview after work readiness clinic and goes to carrer placement. (It is possible that student could go out – which means it is not known where the student went.)

VERTICAL LINE FLOW MODEL

1.	A person has an interest in vocational education.	1.
2.	That person seeks information from the counselor.	2.
3.	Counselor explains vocational education program which includes the follow-up system.	3.

141

4. Individual decides whether to enroll in vocational education program. If not-- 4.

5. If individual decides to enroll, that individual becomes a student who receives an orientation to the school which includes explanation of follow-up system. 5.

6. Placement and follow-up brochure is distributed to students during orientation to school. 6.

7. Student starts training program. 7.

8. At various times during the year, the teacher reminds students of the follow-up system. This reminder is interwoven into the instruction. 8.

9. Does the student complete program requirements? If yes-- 9.

10. No, the student does not complete requirements, but does the student have an exit interview? If not-- 10.

11. Student completes program requirements and has option of participating in the work readiness clinic. 11.

12. The student participates in work readiness clinic. Does student have exit interview? If yes-- 12.

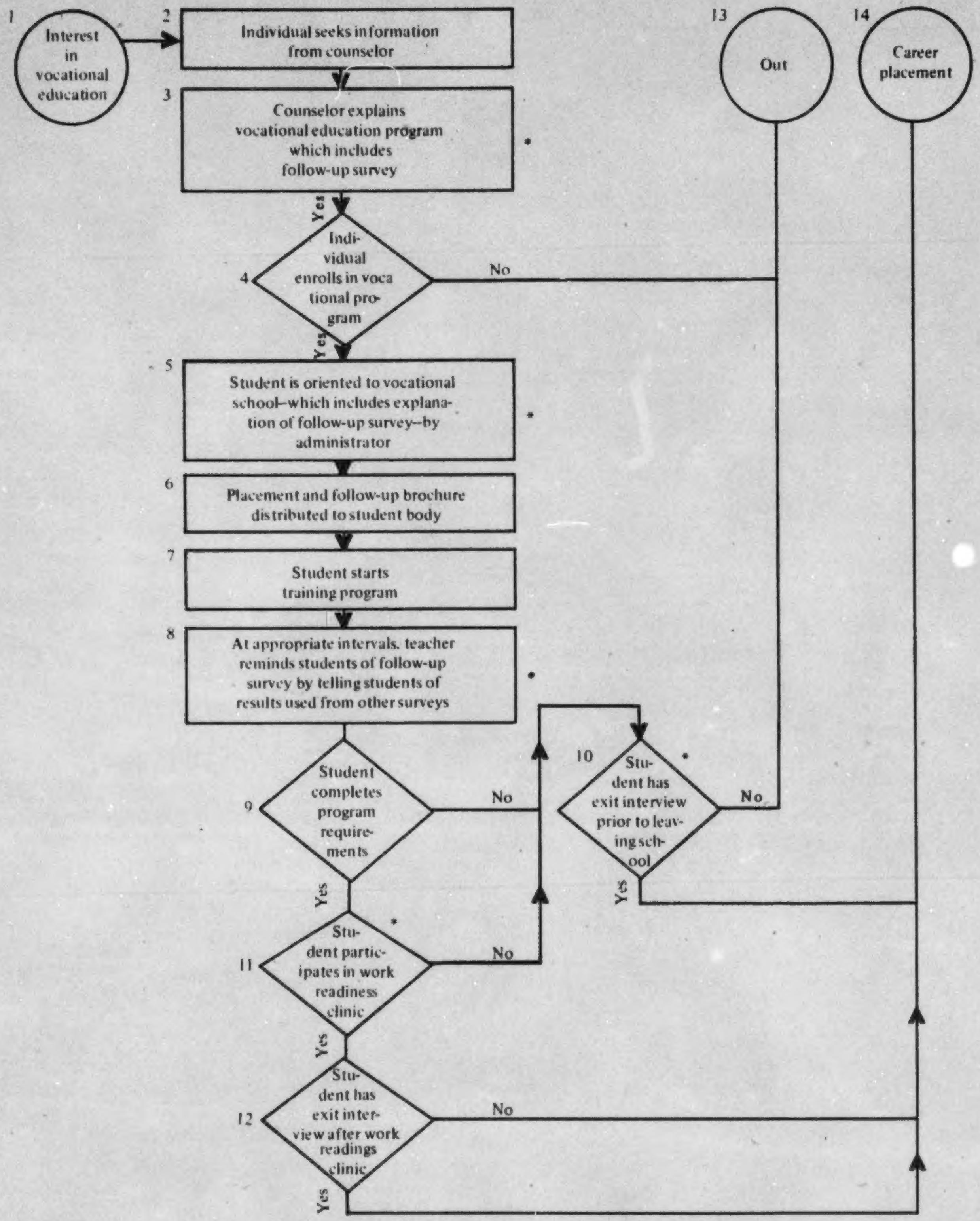
13. Students who do not have an exit interview when they leave school or choose not to enroll are out of the Placement and Follow-up System. 13.

14. Students who have participated in the Work Readiness Program go to the Career Placement Sub-system of the Placement and Follow-up Systems. 14.

TASK IDENTIFICATION CHART

STUDENT:	Seeks information on vocational education. Participates in Work Readiness Program. Has Exit Interview.
COUNSELOR	Provides information on vocational programs. Orients student to follow-upp. Enrolls students in programs.
LOCAL ADMINISTRATOR:	Orients student to Placement and Follow-up program. Distributes brochure on Placement and Follow-up.
TEACHER:	Reminds students of follow-up by showing how data collected in survey is used on the benefit of the student.

STUDENT PREPARATION FOR FOLLOW-UP SYSTEM


1
Interest in vocational education
2
Individual seeks information from counselor
3
Counselor explains vocational education program which includes follow-up survey
*
Yes
4
Individual enrolls in vocational program
No
Yes
5
Student is oriented to vocational school—which includes explanation of follow-up survey—by administrator
*
6
Placement and follow-up brochure distributed to student body
7
Student starts training program
8
At appropriate intervals, teacher reminds students of follow-up survey by telling students of results used from other surveys
*
9
Student completes program requirements
No
Yes
10
Student has exit interview prior to leaving school
*
No
Yes
11
Student participates in work readiness clinic
*
No
Yes
12
Student has exit interview after work readings clinic
No
Yes
13
Out
14
Career placement

*Includes explanation and reminder of follow-up system

PLACEMENT SYSTEM INPUT
CAREER PLACEMENT SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. The teacher and/or counselor determines if the student seeks employment or other career opportunities.

2. Does the student seek public employment? If yes, the teacher refers the student to the Job Placement Sub-system. If no, go to number 4.

3. The Job Placement Sub-system includes all avenue available to the student seeking public employment.

4. Does the student seek continued education? If yes, continue. If no, go to number 13.

5. The teacher discusses continued education with the student. The student may desire to continue in the present area of study or change to another area.

6. The teacher advises the student to see the counselor. The counselor. The counselor has information pertinent to continuing education in many areas of study.

7. The counselor counsels, guides and aids the student pertinent to continuing education. The teacher provides pros and cons with alternatives for decision making.

8. The student analyzes the pros and cons and determines the desire to enter continuing education.

9. Does the student want to enter continuing education? If yes, continue. At this point the student selects an area of education and an education facility. If no, go to number 11.

10. The student seeks to enter continuing education and is accepted or rejected. The student may apply to more than one institution and may have been accepted or rejected.

11. Does the student enter continuing education? If yes, the student enrolls in continuing education. If no, go to number 1.

12. Go to the continuing education of the student's choice.

13. Does the student seek armed services? If yes, continue. If no, go to number 22.

14. The teacher discusses the future in the armed services with the student.

15. The teacher advises the student to see the counselor.

16. The counselor discusses and aids the student regarding entering the armed services.

17. The student analyzes the pros and cons of entering the armed services and determines the desire to enter.

18. Does the student want to enter the armed services? If yes, continue. If no, go to number 1.

19. The student seeks to enter the armed services and is accepted or rejected. The student chooses a branch and applies for acceptance.

20. Does the student enter? If yes, continue. If no, go to number 1.

21. The student is accepted in the chosen branch of the armed services.

22. Does the student seek self-employment? If yes, continue. If no, go to number 32.

23. The teacher discusses self-employment with the student.

24. The teacher and/or counselor informs the student of the competencies and circumstances needed for self-employment.

25. The teacher and/or counselor advises the student to seek more information. The student may consult other school personnel or discuss the tentative plans with people currently working in equivalent self-employment. The student may also consult persons familiar with legal aspects pertinent to the type of self-employment planned.

26. The teacher and/or counselor recommends alternative sources of information.

27. The student determines the capability to enter self-employment. Is sufficient capital available? Is the knowledge of managing self-employment mastered?

28. Is the student capable? If yes, continue. If no, go to number 1.

29. The student seeks to enter self-employment and is accepted or rejected. If a license is required the student must qualify and/or if a loan is required, the student must qualify.

30. Does the student enter self-employment? If yes, the student enters self-employment. If no, go to number 1.

31. The student becomes self-employed.

32. Is the student uncertain of a career opportunity? If yes, continue. If no, go to number 38.

33. The teacher discusses career opportunities with the student. This is a teacher attempt to orient the student toward an appropriate career.

34. The teacher advises the student to consult the counselor.

35. The counselor counsels and guides the student pertinent to a career opportunity selection.

36. The student pursues a career with advice from the teacher and counselor. At this point the student recycles through the placement system.

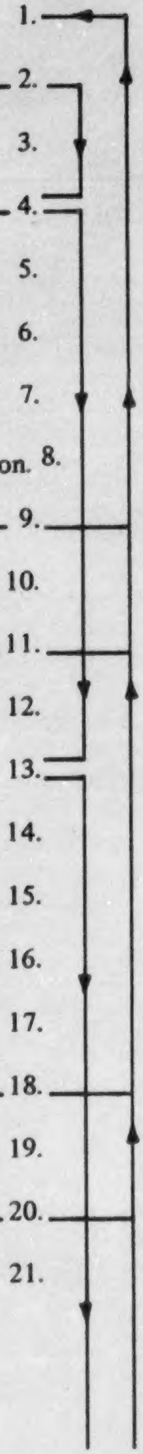
37. Is the student not seeking anything? There will be a small percentage of students not interested in pursuing any type of career or employment.

38. Out. This is designed for the person not interested in any career opportunity to get out of the system.

39. The student analyzes the pros and cons and selects a career.

PLACEMENT SYSTEM INPUT
CAREER PLACEMENT SUB-SYSTEM
VERTICAL LINE FLOW MODEL

1. Teacher and/or counselor determines if student seeks employment.
2. Does student seek public employment? If yes, continue. If no— →
3. To Job Placement Sub-system
4. Does student seek continued education? If yes, continue. If no— →
5. Teacher discusses continuing education with student.
6. Teacher advises student to see counselor.
7. Counselor counsels, guides and aids student pertinent to continuing education.
8. Student analyzes pros and cons and determines desire to enter continuing education.
9. Does student want to enter continuing education? If yes, continue. If no— →
10. Student seeks to enter continuing education.
11. Does student enter continuing education? If yes, continue. If no— →
12. To continuing education.
13. Does student seek armed services? If yes, continue. If no— →
14. Teacher discusses armed services with student.
15. Teacher advises student to see counselor.
16. Counselor discusses and aid student regarding armed services.
17. Student analyzes pros and cons and determine desire to enter armed services.
18. Does student want to enter armed services? Is yes, continue. If no— →
19. Student seeks to enter armed services and is accepted or rejected.
20. Does student enter armed services? If yes, continue. If no— →
21. To armed services.



22. Does student seek self-employment? If yes, continue. If no— → 22.

23. Teacher discusses self-employment with student. 23.

24. Teacher and/or counselor informs student of competencies and circumstances needed for self-employment. 24.

25. Teacher and/or counselor advises student to seek more information. 25.

26. Teacher and/or counselor suggests alternative sources of information. 26.

27. Student determines capability to enter self-employment. 27.

28. Is student capable? Is yes, continue. If no— → 28.

29. Student seeks to enter self-employment and is accepted or rejected. 29.

30. Does student enter self-employment? If yes, continue. If no— → 30.

31. To self-employment. 31.

32. Is student uncertain? If yes, continue. If no— → 32.

33. Teacher discusses career opportunities. 33.

34. Teacher advises student to see counselor. 34.

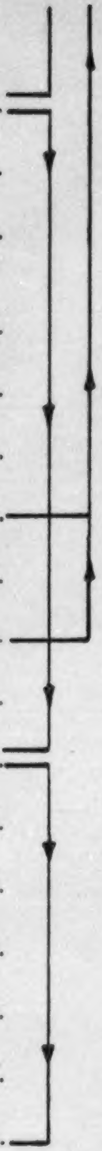
35. Counselor counsels and guides student in career opportunity and selection. 35.

36. Student analyzes pros and cons and selects career. 36.

37. Student pursues career with aid from teacher. 37.

38. Student is not seeking. 38.

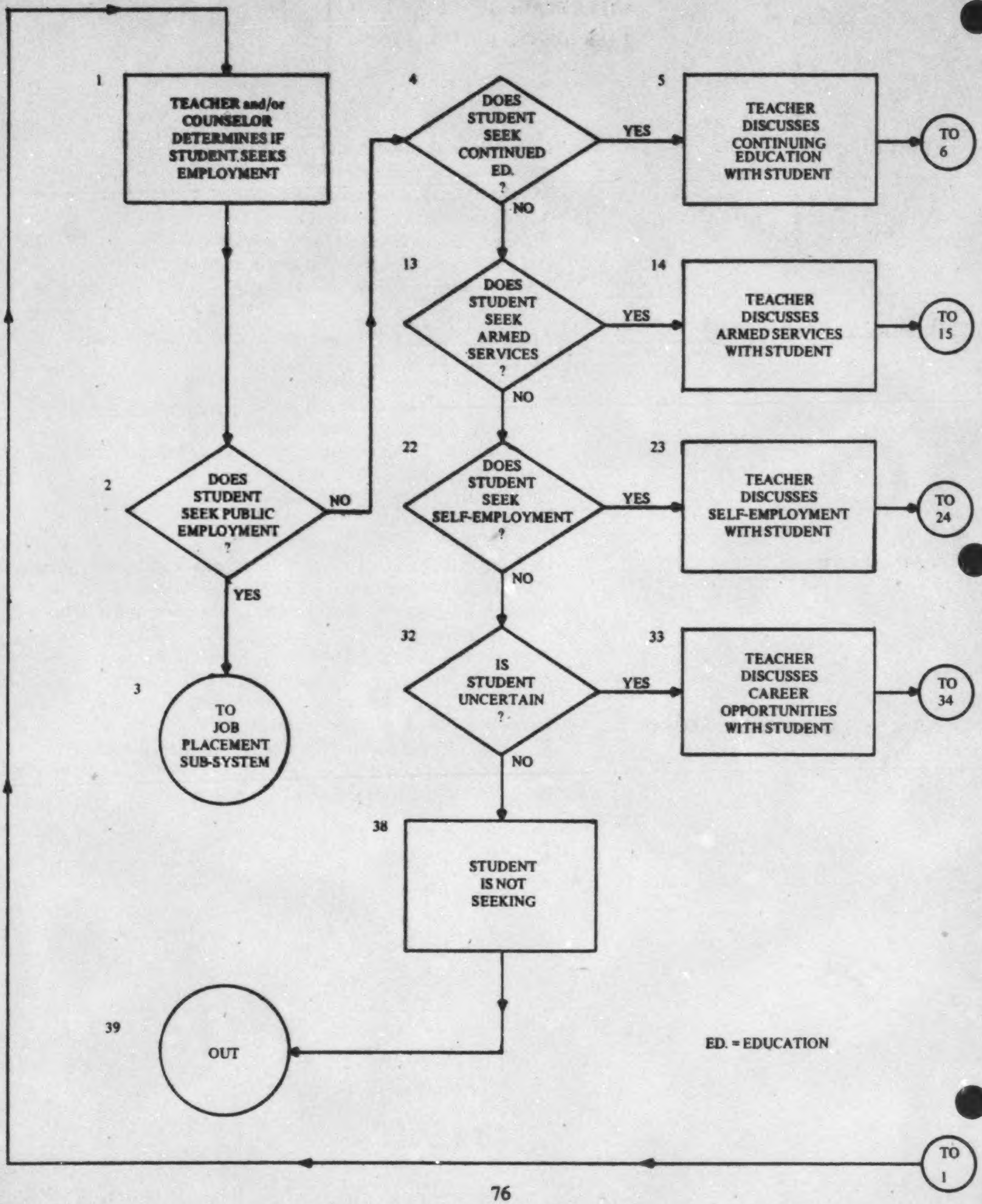
39. Out. 39.



PLACEMENT SYSTEM INPUT
CAREER PLACEMENT SUB-SYSTEM
TASK IDENTIFICATION CHART

TEACHER:	Discusses continuing education with student. Advises student to see counselor. Discusses armed services with student. Advises student to see counselor. Discusses self-employment with student. Discusses career opportunities with student. Advises student to see counselor.
STUDENT:	Analyzes pros and cons and determines desire to enter continuing education. Seeks to enter continuing education and is accepted or objected. Seeks to enter armed services and is accepted or rejected. Determines capability to enter self-employment. Seeks to enter self-employment and is accepted or rejected. Analyzes pros and cons and selects career. Pursues career with aid from teacher. Is not seeking.
COUNSELOR:	Counsels, guides and aids student pertinent to continuing education. Discusses and aids student regarding armed services. Counsels and guides student in career opportunity and selection.s The counselor may also assist in obtaining information, analyzing data and working with parents of students.
TEACHER and/or COUNSELOR:	Determines if student seeks employment. Informs student of competencies and circumstances for self-employment. Advises student to seek more information. Suggests alternative sources of information.

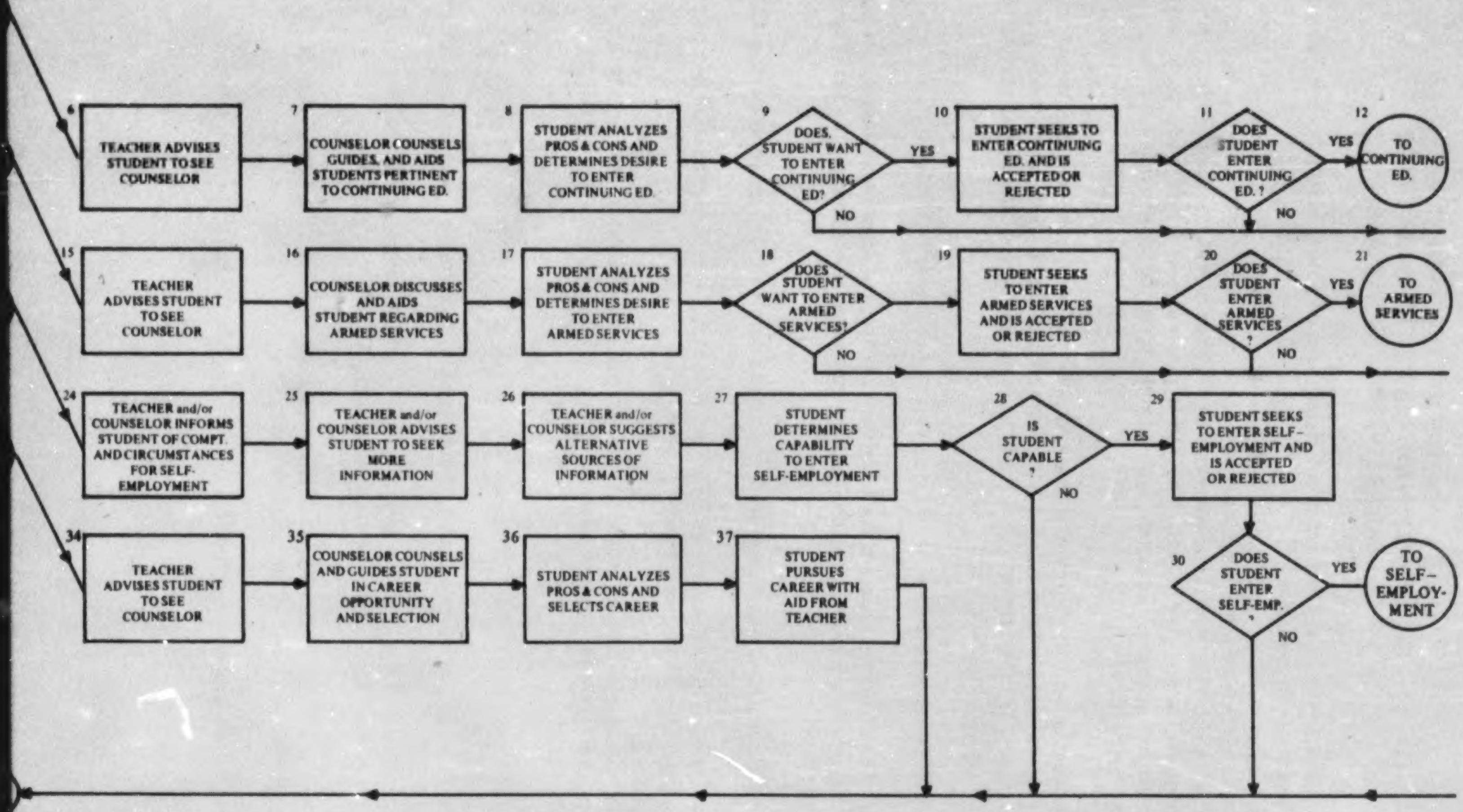
CAREER PLACEMENT SYSTEM



1
TEACHER and/or COUNSELOR DETERMINES IF STUDENT SEEKS EMPLOYMENT
2
DOES STUDENT SEEK PUBLIC EMPLOYMENT ?
NO
YES
3
TO JOB PLACEMENT SUB-SYSTEM
4
DOES STUDENT SEEK CONTINUED ED. ?
YES
NO
5
TEACHER DISCUSSES CONTINUING EDUCATION WITH STUDENT
TO 6
13
DOES STUDENT SEEK ARMED SERVICES ?
YES
NO
14
TEACHER DISCUSSES ARMED SERVICES WITH STUDENT
TO 15
22
DOES STUDENT SEEK SELF-EMPLOYMENT ?
YES
NO
23
TEACHER DISCUSSES SELF-EMPLOYMENT WITH STUDENT
TO 24
32
IS STUDENT UNCERTAIN ?
YES
NO
33
TEACHER DISCUSSES CAREER OPPORTUNITIES WITH STUDENT
TO 34
38
STUDENT IS NOT SEEKING
39
OUT
ED. = EDUCATION
TO 1

COMP. = COMPETENCIES
ED. = EDUCATION

ED. = EDUCATION
EMP. = EMPLOYMENT


6
TEACHER ADVISES STUDENT TO SEE COUNSELOR
7
COUNSELOR COUNSELS GUIDES, AND AIDS STUDENTS PERTINENT TO CONTINUING ED.
8
STUDENT ANALYZES PROS & CONS AND DETERMINES DESIRE TO ENTER CONTINUING ED.
9
DOES STUDENT WANT TO ENTER CONTINUING ED?
YES
NO
10
STUDENT SEEKS TO ENTER CONTINUING ED. AND IS ACCEPTED OR REJECTED
11
DOES STUDENT ENTER CONTINUING ED. ?
YES
NO
12
TO CONTINUING ED.
15
TEACHER ADVISES STUDENT TO SEE COUNSELOR
16
COUNSELOR DISCUSSES AND AIDS STUDENT REGARDING ARMED SERVICES
17
STUDENT ANALYZES PROS & CONS AND DETERMINES DESIRE TO ENTER ARMED SERVICES
18
DOES STUDENT WANT TO ENTER ARMED SERVICES?
NO
19
STUDENT SEEKS TO ENTER ARMED SERVICES AND IS ACCEPTED OR REJECTED
20
DOES STUDENT ENTER ARMED SERVICES ?
YES
NO
21
TO ARMED SERVICES
24
TEACHER and/or COUNSELOR INFORMS STUDENT OF COMPT. AND CIRCUMSTANCES FOR SELF-EMPLOYMENT
25
TEACHER and/or COUNSELOR ADVISES STUDENT TO SEEK MORE INFORMATION
26
TEACHER and/or COUNSELOR SUGGESTS ALTERNATIVE SOURCES OF INFORMATION
27
STUDENT DETERMINES CAPABILITY TO ENTER SELF-EMPLOYMENT
28
IS STUDENT CAPABLE ?
YES
NO
29
STUDENT SEEKS TO ENTER SELF-EMPLOYMENT AND IS ACCEPTED OR REJECTED
30
DOES STUDENT ENTER SELF-EMP. ?
YES
NO
TO SELF-EMPLOYMENT
34
TEACHER ADVISES STUDENT TO SEE COUNSELOR
35
COUNSELOR COUNSELS AND GUIDES STUDENT IN CAREER OPPORTUNITY AND SELECTION
36
STUDENT ANALYZES PROS & CONS AND SELECTS CAREER
37
STUDENT PURSUES CAREER WITH AID FROM TEACHER

PLACEMENT SYSTEM INPUT
POSITION IDENTIFICATION SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. From informed group. An informed group is an employer having been informed of the vocational education programs.

2. Vocational education person hears of a career position. Vocational education person represents any person working in vocational education or with vocational education students. Examples are, teacher, counselor, administrator, etc. The career position may be defined as the next step beyond the vocational education program. An example could be continuing education at a higher level, or employment.

3. Vocational education person is (or contacts) the local administrator, counselor or teacher. If the vocational education person is one of those named, the contact is not necessary, however if the person is not one of those named, contact will be made with one of the named persons in order to place the information into the system.

4. Is local person an administrator? If yes, continue. If no, go to number 6.

5. Administrator determines if teacher should contact the employer. The contact person will be a local administrative decision. The administrator may assign the counselor, teacher or assistant administrator to the task.

6. Does the teacher contact employer? If no, go to number 11. If yes, go to number 12.

7. From newspaper advertisement. This refers to the system where the employer places an advertisement for employees in the newspaper.

8. The vocational education person reviews and selects newspaper advertisements. The vocational education person chooses advertisements which appear to be feasible for vocational education placement.

9. Is advertisement selected? If no, continue. If yes, go to number 5.

10. Out. If there is no advertisement, then the system ends until the next paper is available.

11. The administrator calls the employer. If the school administrator decides that he or she shall be the local contact person, then he or she will contact all potential employers.

12. The teacher calls the employer. If the administrator decides the teacher shall be the contact person, the teacher shall contact all potential employers.

13. From another search method. The input at this point comes from other sources.

14. Does the employer contact the administrator? If yes, continue. If no, go to number 20.

15. The employer describes job needs to the administrator.

16. Does the job need fit the school program? If yes, continue. If no, go to number 18.

17. The administrator transfers the employer to the teacher (go to number 21).

18. The administrator informs the employer about the Vocational Education Placement System.

19. The administrator determines if the employer wants to enter and participate in the system. If the employer desires to do so, go to number 32.

20. Does the employer contact the teacher? If yes, continue. If no, go to number 26.

21. The employer describes the job needs to the teacher.

22. The teacher reviews the job description.

23. The teacher, with assistance from the counselor, determines if a student meets the job needs. The teacher and counselor may discuss several students and arrive at a consensus.

24. Does the teacher have a student? If yes, continue. If no, go to number 29.

25. Go to Student Availability Sub-system.

26. Does the employer contact the Regional Office? If yes, continue. If no, go to number 31.

27. Regional Office informs the employer about the system.

28. Regional Office determines if the employer wants to enter the system. From here, go to number 32.

29. The teacher informs the employer about the system.

30. The teacher determines if the employer wants to enter the system. Go to number 32.

31. Out. It must be assumed at this point that the employer does not desire to cooperate with any of the avenues for placement of vocational education students.

32. To Position Entry Sub-system. Refer to this system for description of the operational procedures.

PLACEMENT SYSTEM INPUT
POSITION IDENTIFICATION SUB-SYSTEM
VERTICAL LINE FLOW MODEL

1. From informed group. 1.

2. Vocational education person hears of career position.

3. Vocational education person is (or contacts) local administrator, counselor or teacher.

4. Is local person an administrator? If yes, continue. If no–

5. Administrator determines if teacher should contact employer.

6. Does teacher contact employer?

If yes–

If no–

7. From newspaper advertisement.

8. Vocational education person reviews and selects newspaper advertisements.

9. Is advertisement selected? If no, out If yes–

10. Out.

11. Administrator calls employer.

12. Teacher calls employer.

13. From another search method.

14. Does employer contact administrator? If yes, continue. If no–

15. Employer describes job need to administrator.

16. Does job need fit school program? If yes, continue. If no–

17. Administrator transfers employer to teacher.

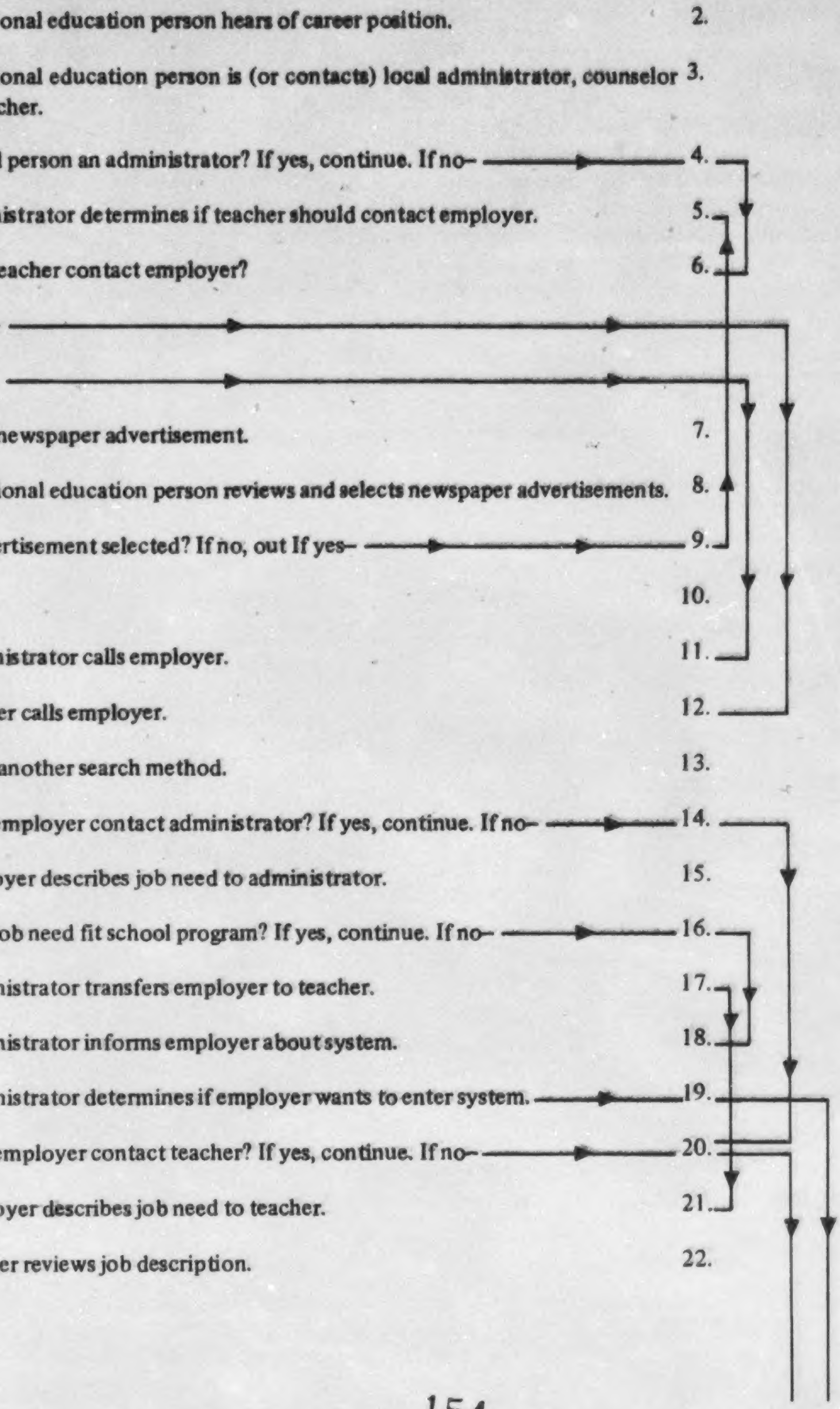
18. Administrator informs employer about system.

19. Administrator determines if employer wants to enter system.

20. Does employer contact teacher? If yes, continue. If no–

21. Employer describes job need to teacher.

22. Teacher reviews job description.



23. Teacher determines if a student meets job needs.

24. Does teacher have student? If yes, continue. If no–

25. To Student Processing Sub-system.

26. Does employer contact Regional Office? If yes, continue. If no, out.

27. Regional Office informs employer about system.

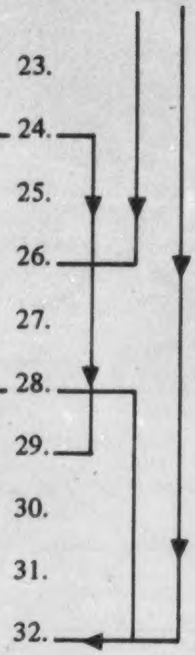
28. Regional Office determines if employer wants to enter system.

29. Teacher informs employer about system.

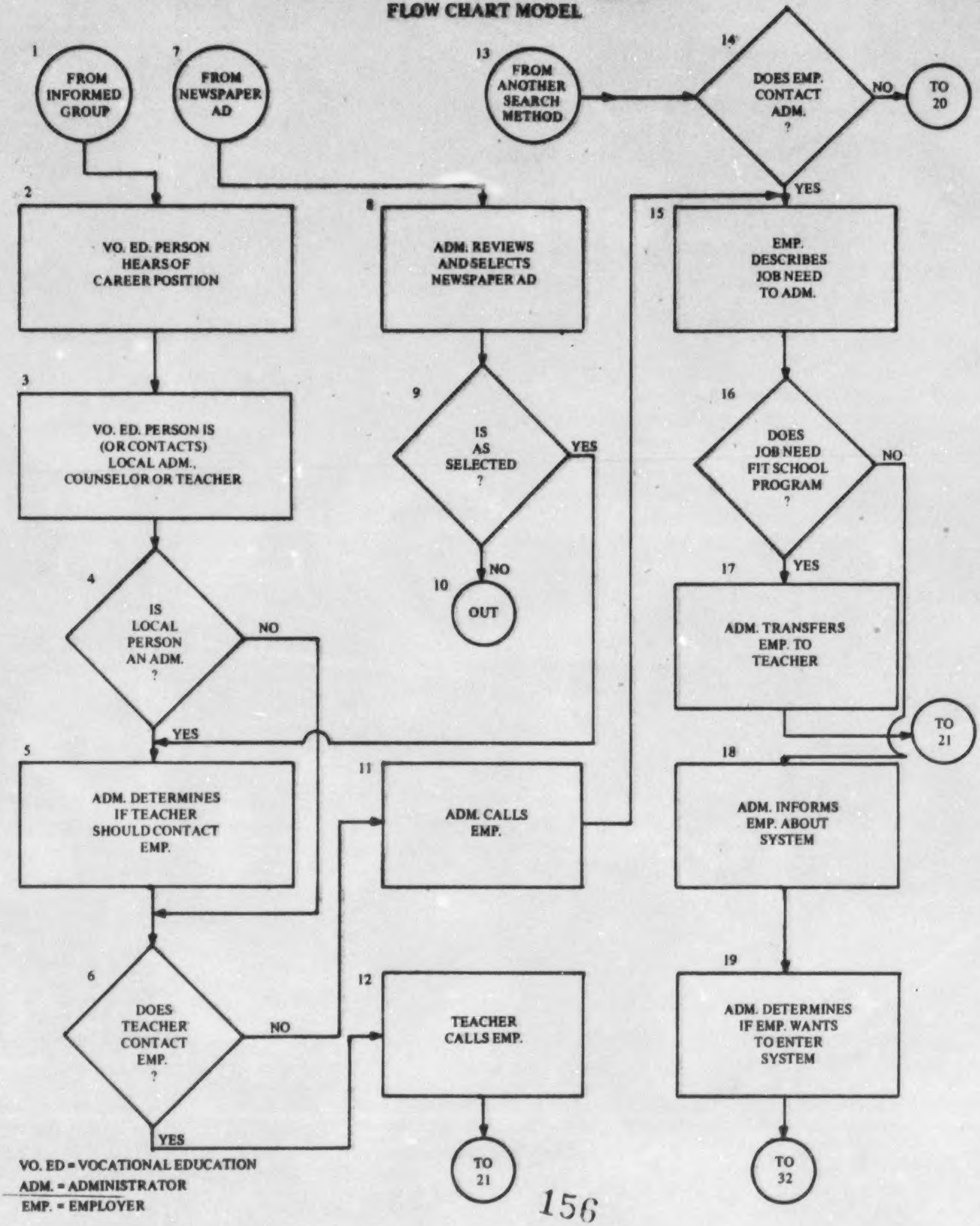
30. Teacher determines if employer wants to enter system.

31. Out.

32. To Position Entry Sub-system.

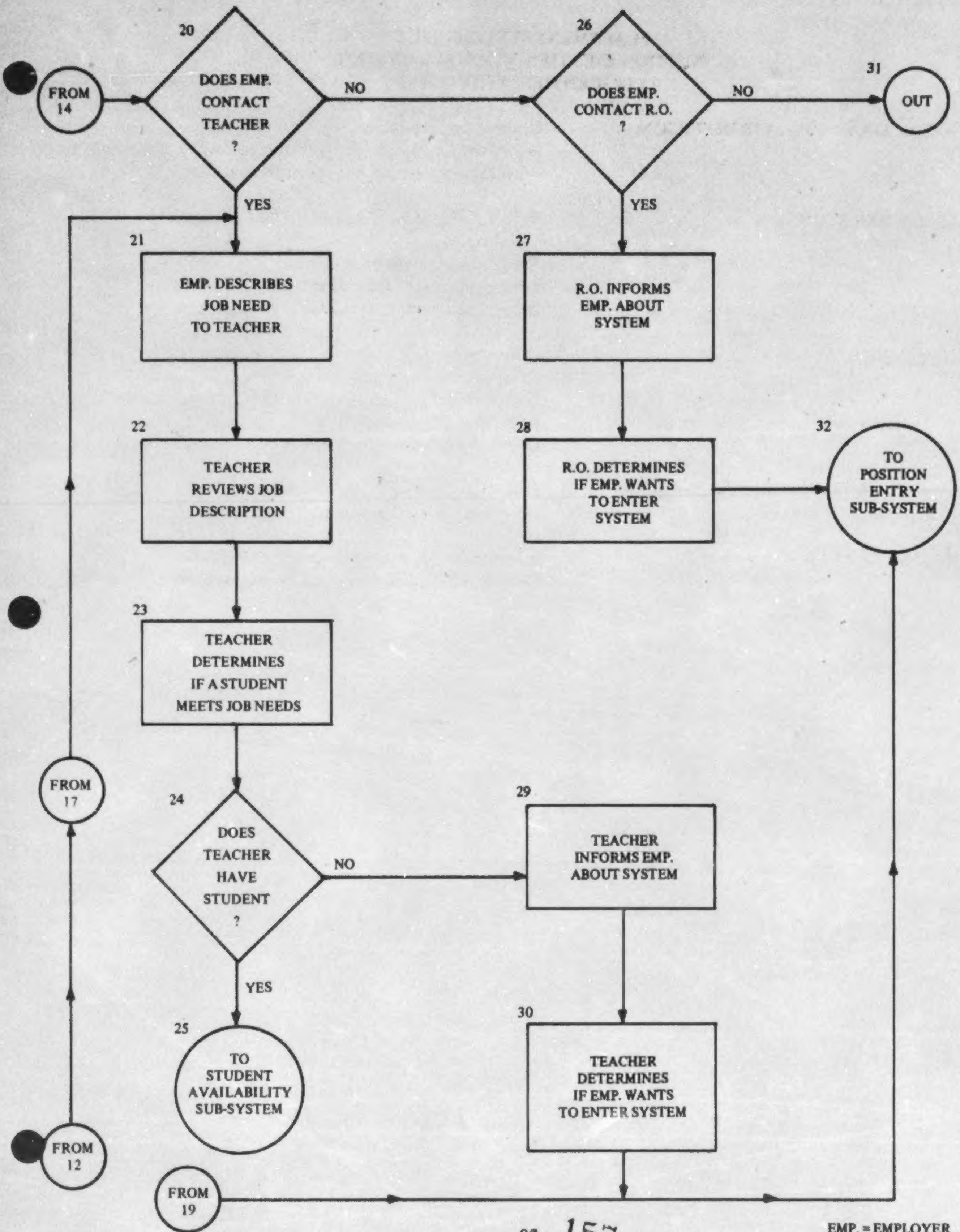


PLACEMENT SYSTEM
POSITION IDENTIFICATION SUB-SYSTEM
FLOW CHART MODEL


1 FROM INFORMED GROUP
7 FROM NEWSPAPER AD
13 FROM ANOTHER SEARCH METHOD
14 DOES EMP. CONTACT ADM. ?
NO
TO 20
YES
2 VO. ED. PERSON HEARS OF CAREER POSITION
8 ADM. REVIEWS AND SELECTS NEWSPAPER AD
15 EMP. DESCRIBES JOB NEED TO ADM.
3 VO. ED. PERSON IS (OR CONTACTS) LOCAL ADM., COUNSELOR OR TEACHER
9 IS AS SELECTED ?
YES
NO
10 OUT
16 DOES JOB NEED FIT SCHOOL PROGRAM ?
NO
YES
4 IS LOCAL PERSON AN ADM. ?
NO
YES
17 ADM. TRANSFERS EMP. TO TEACHER
TO 21
5 ADM. DETERMINES IF TEACHER SHOULD CONTACT EMP.
11 ADM. CALLS EMP.
18 ADM. INFORMS EMP. ABOUT SYSTEM
6 DOES TEACHER CONTACT EMP. ?
NO
YES
12 TEACHER CALLS EMP.
TO 21
19 ADM. DETERMINES IF EMP. WANTS TO ENTER SYSTEM
TO 32

VO. ED = VOCATIONAL EDUCATION
ADM. = ADMINISTRATOR
EMP. = EMPLOYER

156


FROM 14
20
DOES EMP. CONTACT TEACHER ?
NO
26
DOES EMP. CONTACT R.O. ?
NO
31
OUT
YES
21
EMP. DESCRIBES JOB NEED TO TEACHER
YES
27
R.O. INFORMS EMP. ABOUT SYSTEM
22
TEACHER REVIEWS JOB DESCRIPTION
28
R.O. DETERMINES IF EMP. WANTS TO ENTER SYSTEM
32
TO POSITION ENTRY SUB-SYSTEM
23
TEACHER DETERMINES IF A STUDENT MEETS JOB NEEDS
FROM 17
24
DOES TEACHER HAVE STUDENT ?
NO
29
TEACHER INFORMS EMP. ABOUT SYSTEM
YES
25
TO STUDENT AVAILABILITY SUB-SYSTEM
30
TEACHER DETERMINES IF EMP. WANTS TO ENTER SYSTEM
FROM 12
FROM 19

EMP. = EMPLOYER
R.O. = REGIONAL OFFICE

PLACEMENT SYSTEM INPUT
POSITION IDENTIFICATION SUB-SYSTEM
TASK IDENTIFICATION CHART

VOCATIONAL EDUCATION PERSON:	Hears of career position. Is (or contacts) local administrator, counselor or teacher. Reviews and selects newspaper advertisement.
ADMINISTRATOR:	Determines if teacher should contact employer. Calls employer. Transfers employer to teacher. Informs employer about system. Determines if employer wants to enter system.
TEACHER:	Calls employer. Reviews job description. Determines if a student meets job needs. Informs employer about system. Determines if employer wants to enter system.
EMPLOYER:	Describes job need to administrator. Describes job need to teacher.
REGIONAL OFFICE:	Informs employer about system. Determines if employer wants to enter system.

PLACEMENT SYSTEM INPUT
POSITION ENTRY SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. From Position Identification Sub-system.

2. Does the employer enter the system? If no, continue. If yes, go to number 7. If the employer does not give a job order and does not want to be part of the regional system, proceed to number 3.

3. The vocational education person determines if the employer wants a list of names with addresses of vocational eduation teachers by program area.

4. Does the employer want the list? If yes, continue. If no go to number 6.

5. The vocational education person provides the list for the employer.

6. Go to another employer search method. At this point the employer may utilize any method feasible.

7. Vocational education person completes the job order card. Any member of the school staff may receive the information, complete and file the card.

8. The vocational education person determines if the employer wants the list of teachers.

9. Does the employer still want the list? If yes, continue. If no, go to number 11.

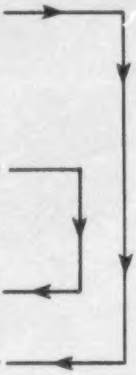
10. Vocational education person provides the list of teachers for the employer.

11. The vocational education person sends job order card to regional office.

12. To regional Office Operating Sub-system.

VERTICAL LINE FLOW MODEL

1. From Position Identification Sub-system. 1.
2. Does employer enter system? If no, continue. If yes——→—— 2.
3. Vocational education person determines if employer wants list of teachers by program area. 3.
4. Does employer want list? If yes, continue. If no——→—— 4.
5. Vocational education person provides list. 5.
6. To another employer search method. 6.
7. Vocational education person completes job order card. 7.
8. Vocational education person determines if employer still wants a list. 8.



9. Does employer want list? If yes, continue. If no— → 9.

10. Vocational education person provides list. 10.

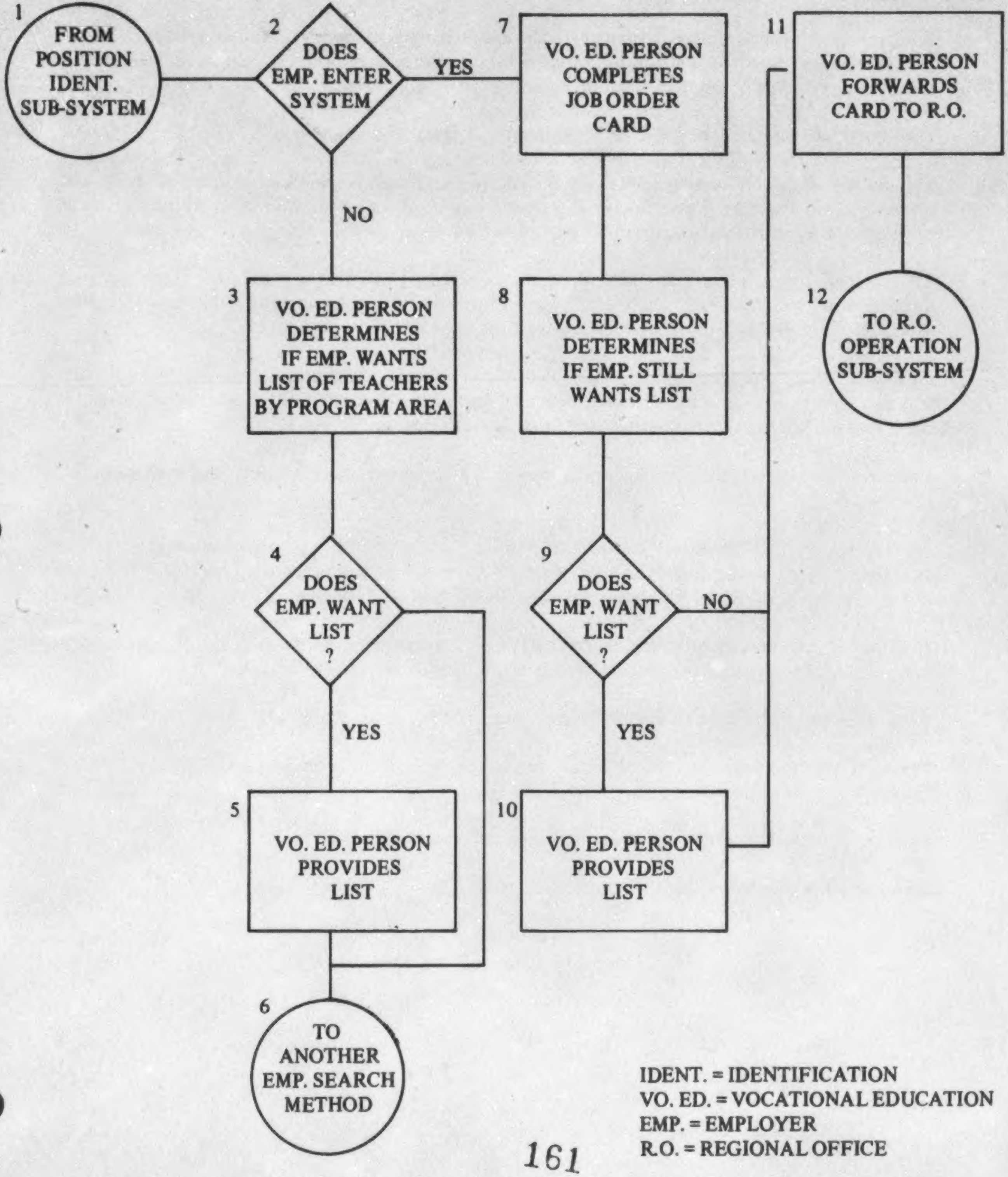
11. Vocational education person forwards card to regional office. 11.

12. To Regional Office Operating Sub-system. 12.

PLACEMENT SYSTEM INPUT
POSITION ENTRY SUB-SYSTEM
TASK IDENTIFICATION CHART

VOCATIONAL EDUCATION PERSON:	Determines if employer wants list of teachers by program area. Provides list. Completes job order card. Determines if employer still wants list. Provides list. Forwards card to regional office.

PLACEMENT SYSTEM
POSITION ENTRY SUB-SYSTEM
FLOW CHART MODEL



1
FROM POSITION IDENT. SUB-SYSTEM
2
DOES EMP. ENTER SYSTEM
YES
NO
7
VO. ED. PERSON COMPLETES JOB ORDER CARD
11
VO. ED. PERSON FORWARDS CARD TO R.O.
3
VO. ED. PERSON DETERMINES IF EMP. WANTS LIST OF TEACHERS BY PROGRAM AREA
8
VO. ED. PERSON DETERMINES IF EMP. STILL WANTS LIST
12
TO R.O. OPERATION SUB-SYSTEM
4
DOES EMP. WANT LIST ?
9
DOES EMP. WANT LIST ?
NO
YES
YES
5
VO. ED. PERSON PROVIDES LIST
10
VO. ED. PERSON PROVIDES LIST
6
TO ANOTHER EMP. SEARCH METHOD

IDENT. = IDENTIFICATION
VO. ED. = VOCATIONAL EDUCATION
EMP. = EMPLOYER
R.O. = REGIONAL OFFICE

161

PLACEMENT SYSTEM INPUT
JOB DEVELOPMENT
NARRATIVE DESCRIPTION MODEL

1. The teacher contacts informed employers. The teachers working together and coordinated by one person maintains a system of job development. The system may be designed to provide for each teacher to contact, periodically, employers within his or her instructional area.

2. Does the employer have job vacancies? If yes, continue. If no, go to number 7.

3. The teacher completes job availability card. Each school staff member will have a supply of blank cards or have access to them. Upon finding information on a job vacancy, the school employee should complete the job availability card and file it in a specified place.

4. The teacher, counselor or other school employee will be aware of the local system for reporting knowledge of job vacancies. Therefore, upon learning of such an opportunity the employee must assume the responsibility for completing the card and filing it in the proper place.

5. Cards are mailed to regional office. When job availability cards are reported to the local school office and not filed from that school, the cards shall be sent to the regional office at the end of the day in order that the information to disseminated throughout the region.

6. Implement one of four methods for dissemination. These four methods are described in detail in that sub-system.

7. The teacher arranges for future contacts. Providing a teacher or other school employee contacts an employer and learns the employer does not have a vacancy at that particular time, the teacher will arrange for future contacts. This may be only in the form of establishment of a specific date and time.

8. Regional office secretary calls employers. This system provides for a specific secretary to routinely call all informed employers for the purpose of soliciting information on job vacancies.

9. Does the employer have job vacancies? If yes, continue. If no, go to number 11.

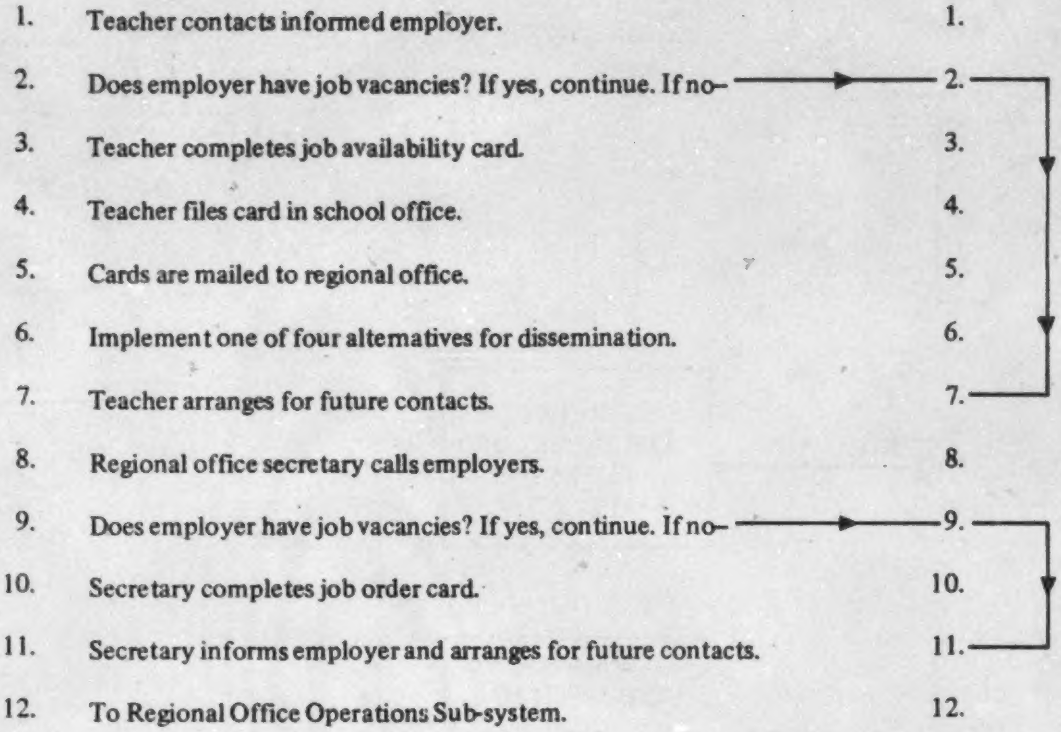
10. The secretary completes the job order card. In this situation, the information will be disseminated in the order described format.

11. Secretary informs the employer and arranges for future contacts.

12. To regional Office Operations Sub-system.

162

PLACEMENT SYSTEM INPUT
JOB DEVELOPMENT
VERTICAL LINE FLOW MODEL

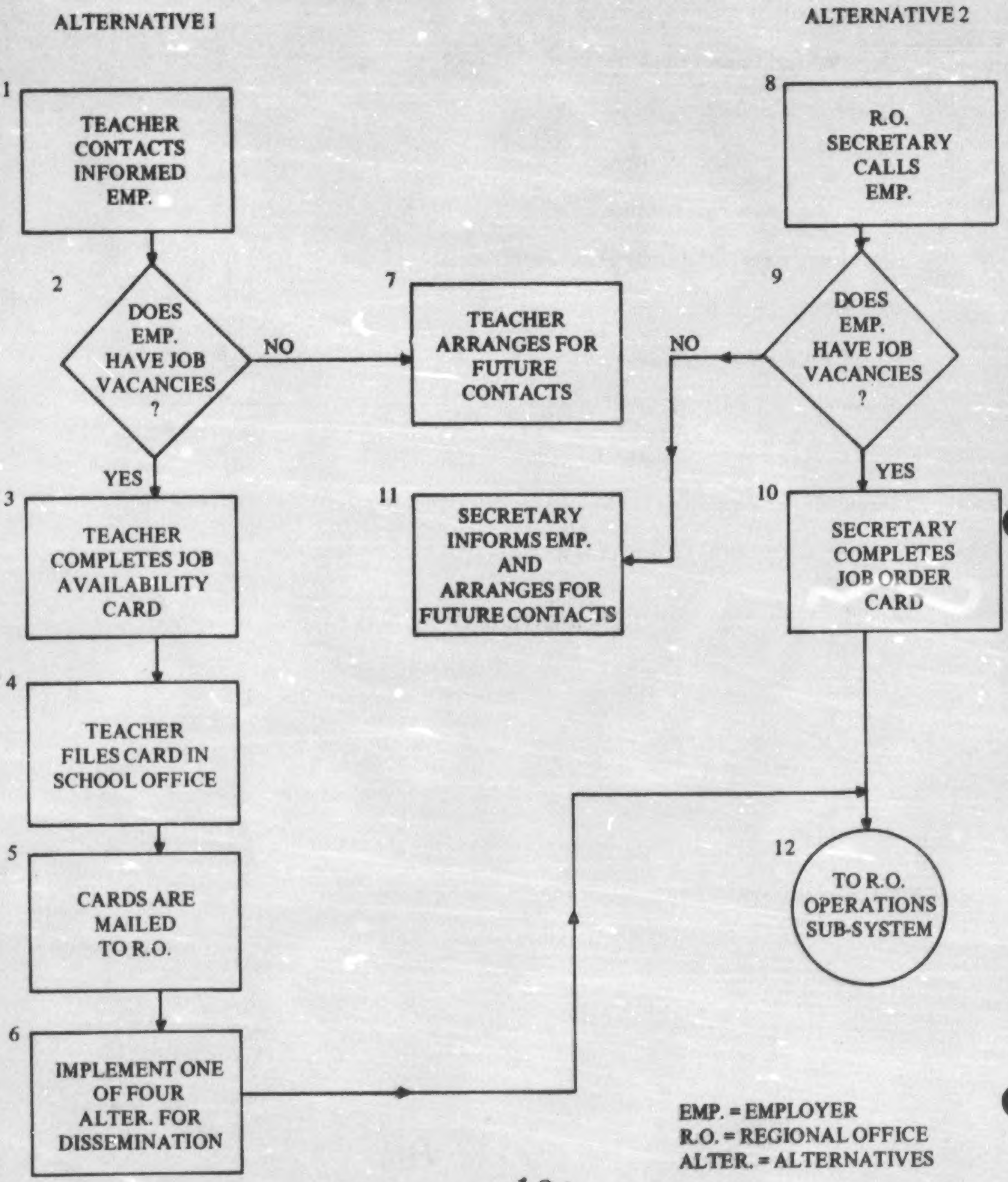


1. Teacher contacts informed employer. 1.
2. Does employer have job vacancies? If yes, continue. If no→ 2.
3. Teacher completes job availability card. 3.
4. Teacher files card in school office. 4.
5. Cards are mailed to regional office. 5.
6. Implement one of four alternatives for dissemination. 6.
7. Teacher arranges for future contacts. 7.
8. Regional office secretary calls employers. 8.
9. Does employer have job vacancies? If yes, continue. If no→ 9.
10. Secretary completes job order card. 10.
11. Secretary informs employer and arranges for future contacts. 11.
12. To Regional Office Operations Sub-system. 12.

TASK IDENTIFICATION CHART

TEACHER:	Contacts informed employer. Completes job availability card. Files card in school office. Arranges for future contacts.
LOCAL SCHOOL:	Mails cards to regional office.
REGIONAL OFFICE:	Implements one of four alternatives for dissemination.
REGIONAL OFFICE SECRETARY:	Calls employers. Completes job order card. Informs employer and arranges for future contacts.

JOB DEVELOPMENT FLOW CHART MODEL


ALTERNATIVE 1
ALTERNATIVE 2
1
TEACHER CONTACTS INFORMED EMP.
2
DOES EMP. HAVE JOB VACANCIES ?
NO
YES
3
TEACHER COMPLETES JOB AVAILABILITY CARD
4
TEACHER FILES CARD IN SCHOOL OFFICE
5
CARDS ARE MAILED TO R.O.
6
IMPLEMENT ONE OF FOUR ALTER. FOR DISSEMINATION
7
TEACHER ARRANGES FOR FUTURE CONTACTS
8
R.O. SECRETARY CALLS EMP.
9
DOES EMP. HAVE JOB VACANCIES ?
NO
YES
10
SECRETARY COMPLETES JOB ORDER CARD
11
SECRETARY INFORMS EMP. AND ARRANGES FOR FUTURE CONTACTS
12
TO R.O. OPERATIONS SUB-SYSTEM

EMP. = EMPLOYER
R.O. = REGIONAL OFFICE
ALTER. = ALTERNATIVES

PLACEMENT SYSTEM INPUT
REGIONAL OFFICE OPERATING SUB-SYSTEM
ALTERNATIVE I HAND OPERATED
NARRATIVE DESCRIPTION MODEL

1. From Position Entry Sub-system.
2. The secretary files the job availability cards by occupation.
3. The secretary purges filled jobs from the list daily.
4. The secretary sorts the job availability cards.
5. At the end of the week the secretary types a list of jobs available.
6. The secretary sends a list to each school.
7. To information Distribution Sub-system.

VERTICAL LINE FLOW MODEL

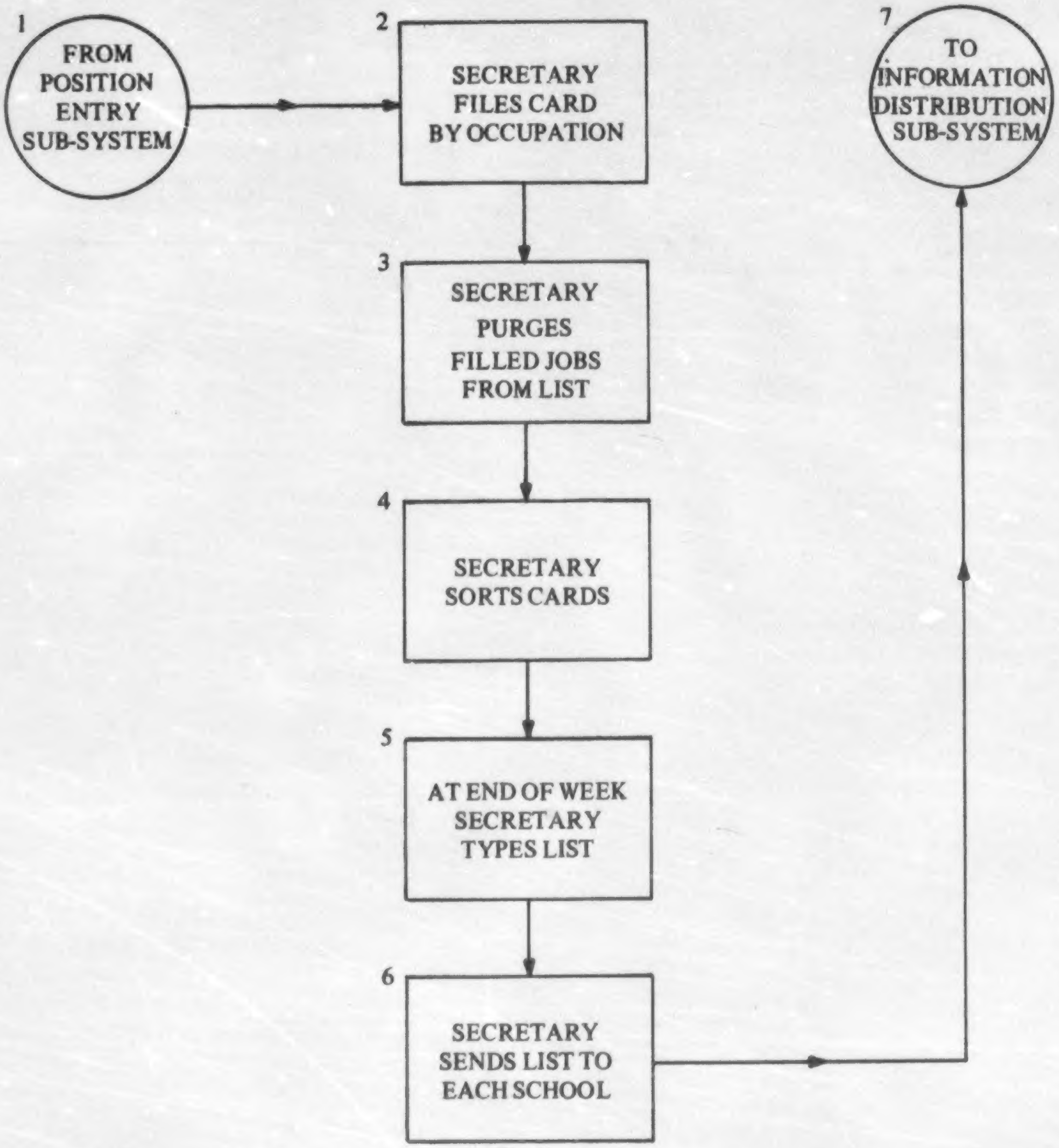
1. From Position Entry Sub-system. 1.
2. Secretary files card by occupation. 2.
3. Secretary purges filled jobs from list. 3.
4. Secretary sorts cards. 4.
5. At end of week secretary types list. 5.
6. Secretary sends list to each school. 6.
7. To Information Distribution Sub-system. 7.

TASK IDENTIFICATION CHART

SECRETARY:	Files card by occupation. Purges filled jobs from list. Sorts cards. Types list at end of week. Sends list to each school.

PLACEMENT SYSTEM
REGIONAL OFFICE OPERATING SUB-SYSTEM
ALTERNATIVE I HAND OPERATED

FLOW CHART MODEL

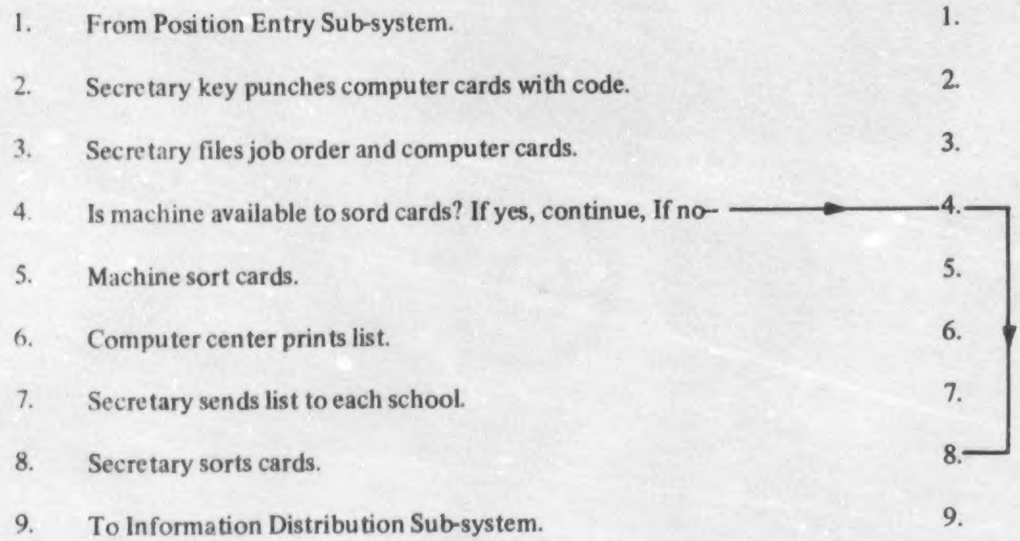

1
FROM POSITION ENTRY SUB-SYSTEM
2
SECRETARY FILES CARD BY OCCUPATION
3
SECRETARY PURGES FILLED JOBS FROM LIST
4
SECRETARY SORTS CARDS
5
AT END OF WEEK SECRETARY TYPES LIST
6
SECRETARY SENDS LIST TO EACH SCHOOL
7
TO INFORMATION DISTRIBUTION SUB-SYSTEM

166

PLACEMENT SYSTEM INPUT
REGIONAL OFFICE OPERATIONS SUB-SYSTEM
ALTERNATIVE II HAND SORT COMPUTER LIST
ALTERNATIVE III MACHINE SORT COMPUTER LIST
NARRATIVE DESCRIPTION MODEL

1. From Position Entry Sub-system.
2. The secretary key punches computer cards with code.
3. The secretary files job order and computer cards.
4. Is machine available to sort cards? If yes, continue. If no, go to number 8.
5. The machine sorts the cards.
6. The computer center prints a list.
7. The secretary sends a list to each school.
8. The secretary sorts cards.
9. To Information Distribution Sub-system.

VERTICAL LINE FLOW MODEL

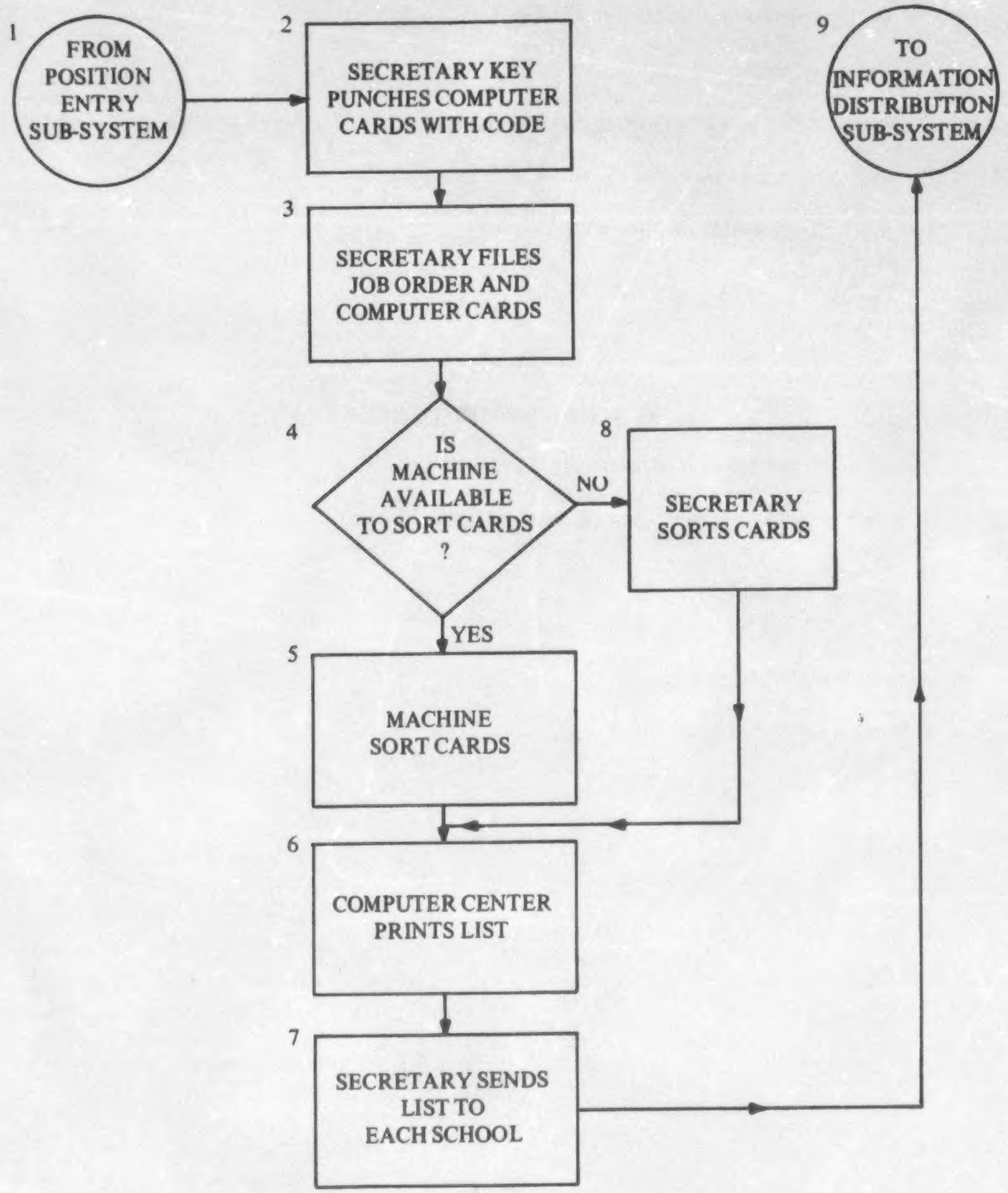


1. From Position Entry Sub-system.
2. Secretary key punches computer cards with code.
3. Secretary files job order and computer cards.
4. Is machine available to sord cards? If yes, continue, If no–
5. Machine sort cards.
6. Computer center prints list.
7. Secretary sends list to each school.
8. Secretary sorts cards.
9. To Information Distribution Sub-system.

TASK IDENTIFICATION CHART

SECRETARY:	Key punches computer cards with code. Files job order and computer cards. Sends list to each school. Sorts cards.
MACHINE:	Sorts cards.
COMPUTER CENTER:	Prints list.

PLACEMENT SYSTEM
REGIONAL OFFICE OPERATIONS SUB-SYSTEM
ALTERNATIVE II HAND SORT COMPUTER LIST
ALTERNATIVE III MARCHING SORT COMPUTER LIST
FLOW CHART MODEL


1
FROM POSITION ENTRY SUB-SYSTEM
2
SECRETARY KEY PUNCHES COMPUTER CARDS WITH CODE
3
SECRETARY FILES JOB ORDER AND COMPUTER CARDS
4
IS MACHINE AVAILABLE TO SORT CARDS ?
NO
YES
8
SECRETARY SORTS CARDS
5
MACHINE SORT CARDS
6
COMPUTER CENTER PRINTS LIST
7
SECRETARY SENDS LIST TO EACH SCHOOL
9
TO INFORMATION DISTRIBUTION SUB-SYSTEM

PLACEMENT SYSTEM INPUT

REGIONAL OFFICE OPERATIONS SUB-SYSTEM
ALTERNATIVE IV COMPUTER INTERACTIVE TERMINAL
NARRATIVE DESCRIPTION MODEL

1. From Position Entry Sub-system.
2. The secretary enters each card information with code into terminal.
3. The secretary files card.
4. The secretary calls up a list of jobs at the end of each week.
5. The secretary sends a list to each school.
6. To Information Distribution Sub-system.

VERTICAL LINE FLOW MODEL

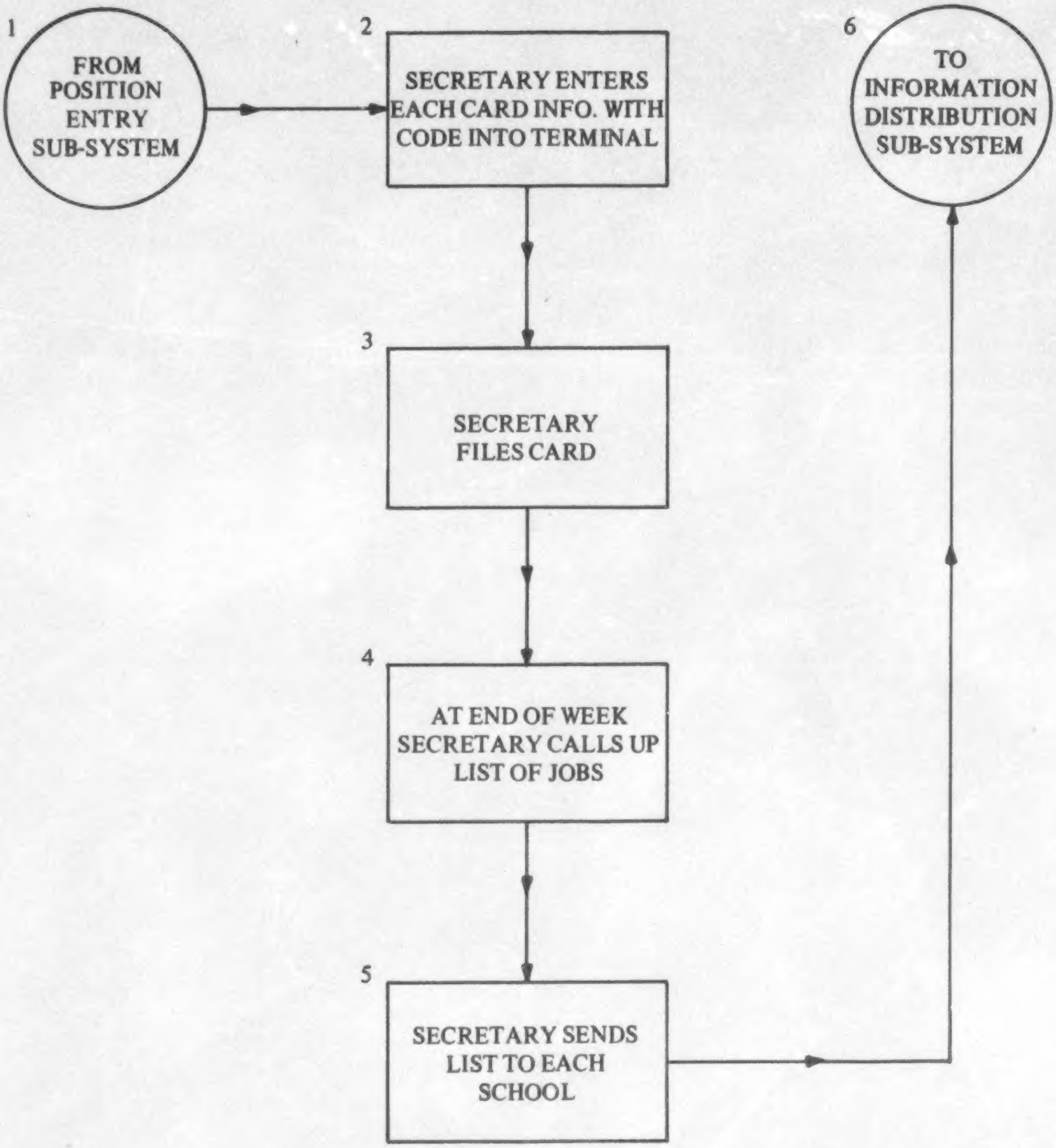
1. From Position Entry Sub-system. 1.
2. Secretary enters each card information with code into terminal. 2.
3. Secretary files card. 3.
4. At end of week secretary calls up list of jobs. 4.
5. Secretary sends list to each school. 5.
6. To Information Distribution Sub-system. 6.

TASK IDENTIFICATION CHART

SECRETARY:	Enters each card information with code into terminal. Files card. Calls up list of jobs at end of week. Sends list to each school.

PLACEMENT SYSTEM
REGIONAL OFFICE OPERATIONS SUB-SYSTEM
ALTERNATIVE IV COMPUTER INTERACTIVE TERMINAL

FLOW CHART MODEL


1
FROM POSITION ENTRY SUB-SYSTEM
2
SECRETARY ENTERS EACH CARD INFO. WITH CODE INTO TERMINAL
3
SECRETARY FILES CARD
4
AT END OF WEEK SECRETARY CALLS UP LIST OF JOBS
5
SECRETARY SENDS LIST TO EACH SCHOOL
6
TO INFORMATION DISTRIBUTION SUB-SYSTEM

INFO. = INFORMATION

171

PLACEMENT SYSTEM INPUT
LOCAL SCHOOL INFORMATION DISSEMINATION
NARRATIVE DESCRIPTION MODEL

1. From Regional Office Operations System.
2. Administrator receives list. The local school administrator will receive, on a given date, the list of all jobs reported to the regional office as being available on that given date.
3. The administrator separates the list by program area.
4. The administrator distributes the lists in the local school. Each skill area teacher will receive a list of job vacancies within his or her instructional area.
5. The teacher and/or counselor reviews the list.
6. The information is made available to the students. The teacher and counselor will select the student that meets the qualifications specified in the job description. The information must be made available to all students meeting the minimum requirements for the job.
7. Out. This is the end of the Local School Job Information Dissemination System.

VERTICAL LINE FLOW MODEL

1. From Regional Office System. 1.
2. Administrator receives list. 2.
3. Administrator separates list by program area. 3.
4. Administrator distributes list in local school. 4.
5. Teacher and/or counselor reviews list. 5.
6. Information is made available to students. 6.
7. Out. 7.

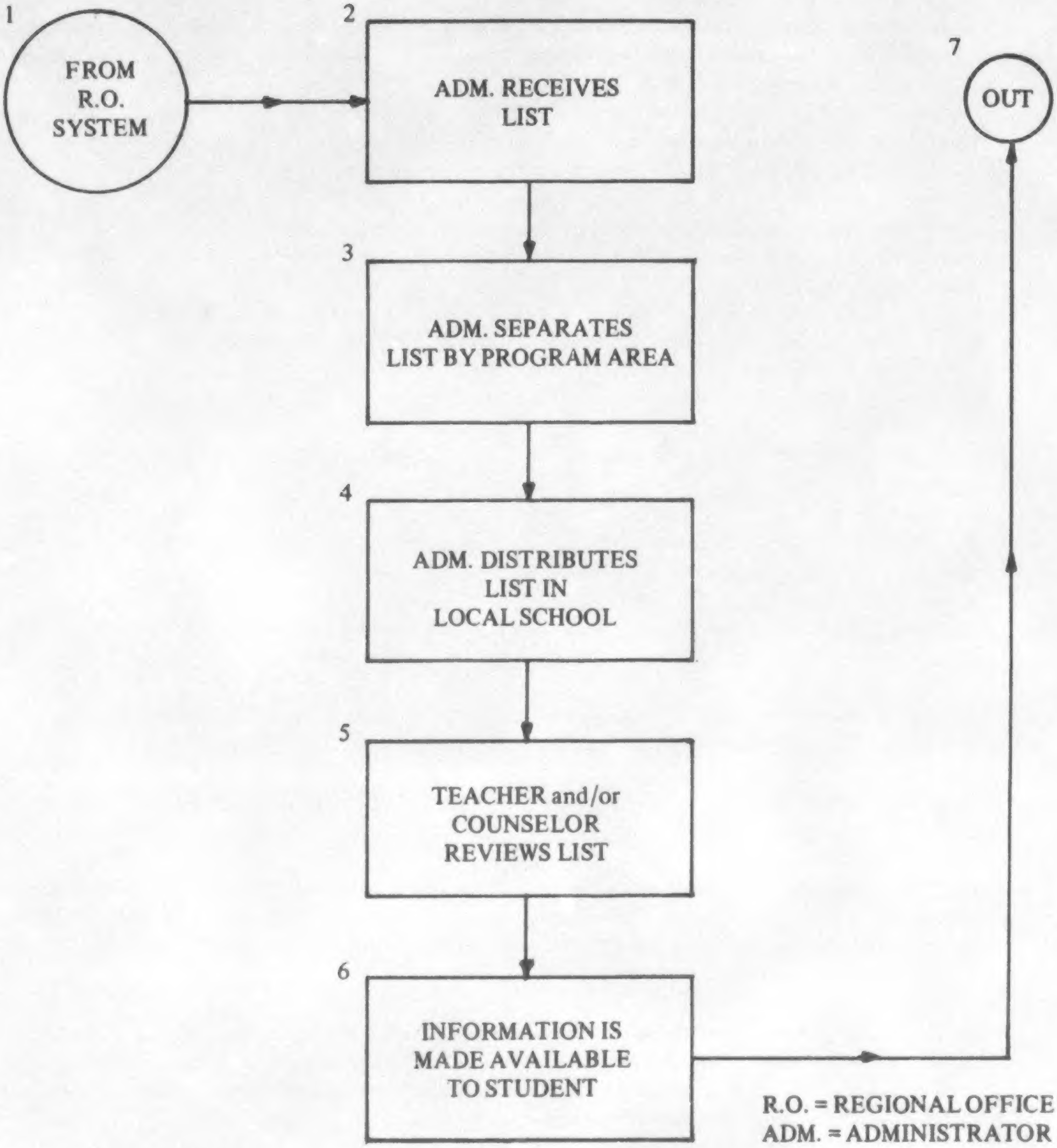
TASK IDENTIFICATION CHART

ADMINISTRATOR:	Receives list. Separates list by program area. Distributes list in local school.
TEACHER and/or COUNSELOR:	Receives list. Makes information available to students.

FOLLOW-UP SYSTEM
INITIAL FOLLOW-UP SYSTEM
NARRATIVE DESCRIPTION MODEL

1. Start initial follow-up.
2. The regional office staff reviews and revises the questionnaire as needed.
3. The regional office staff reviews and revises the cover letter as needed.
4. The regional office staff sends cover letter, questionnaire and instructions to the teacher.
5. All vocational education personnel awaits scheduled time for follow up procedure initiation.
6. The regional office staff sends summary form to the teacher.
7. The teacher identifies all former students for current follow-up.
8. The teacher reviews the addresses of those former students to be followed up.
9. If necessary, the teacher or with student help, address envelopes.
10. The teacher prepares the envelopes for mailing. If necessary, student help may be utilized.
11. Vocational education personnel determines if optional notification card is needed. If it is determined that the student is aware of the follow-up and the notification card is not needed, go to number 17.
12. Is notification card needed? If yes, continue. If no, go to number 17.
13. Vocational education personnel, teacher or administrator at the local school level notifies the regional office.
14. The regional office staff sends cards to the teacher.
15. The teacher or student help addresses the cards.
16. The teacher mails the cards five days prior to mailing the follow-up questionnaire.
17. The teacher determines the method and sequence of contact (mail, telephone, personal, etc.) The teacher does not need to mail a questionnaire providing that all information required is available through other sources.
18. Is initial contact by mail? If no, continue. If yes, go to number 23.
19. The teacher attempts personal contact. The teacher may know where the student is and what the job description is. In this event, personal contact will suffice.

JOB PLACEMENT SUB-SYSTEM
LOCAL SCHOOL INFORMATION DISSEMINATION
FLOW CHART MODEL


1
FROM R.O. SYSTEM
2
ADM. RECEIVES LIST
3
ADM. SEPARATES LIST BY PROGRAM AREA
4
ADM. DISTRIBUTES LIST IN LOCAL SCHOOL
5
TEACHER and/or COUNSELOR REVIEWS LIST
6
INFORMATION IS MADE AVAILABLE TO STUDENT
7
OUT

R.O. = REGIONAL OFFICE
ADM. = ADMINISTRATOR

173

PLACEMENT OPERATIONS SUB-SYSTEM
STUDENT AVAILABILITY SYSTEM
NARRATIVE DESCRIPTION MODEL

1. From Student Preparation Sub-system.

2. The determination is made that the student is about ready for an initial career position. The teacher, counselor, administrator and any other pertinent individual may play a vital role in this decision.

3. The teacher and/or counselor conducts an exit interview with the student. During this interview, it will be learned what the student's plans are, and if the student possesses the competencies required for success in his or her planned career.

4. From Career Placement Sub-system. This system provides avenues for many alternatives available to the student upon exiting from a vocational education program

5. A determination is made if the student seeks employment, continued education or other career alternatives. The teacher and counselor must work together in order to advise the student correctly relative to career alternatives.

6. Does the student seek public employment? If no, continue. If yes, go to number 8.

7. To Career Placement Sub-system.

8. The teacher notes the student's record. The notation will reflect the students decision on career placement.

9. The teacher completes the student referral and placement card. This card is a means of officially rendering the student eligible for job placement.

10. The teacher forwards the card to the local school placement and follow-up activities coordinator. This person may be the principal, coordinator, counselor or another teacher.

11. The coordinator files the student availability card. This file must be maintained in a central local and be available to all school personnel having input to the Placement and Follow-up System.

12. The State Employment Service interviewer checks the file. This check schedule is determined by the need of the local school.

13. The State Employment Service interviewer checks and discusses the student and employment opportunities with the teacher. This is done prior to the interview with the student. During this meeting with the teacher, the interviewer will learn of the students employment potential with attributes and detriments.

14. The determination is made if additional placement activities are needed. The teacher, counselor and interviewer will decide if the student has potential for placement through the efforts of the State Employment Service. If it is decided that other activities are required prior to placing the student, the teacher and counselor will explore other alternatives.

15. Are other activities needed? If yes, continue. If no, go to number 18.

16. The teacher and/or counselor seeks employment opportunities information.

17. To Teacher Placement System.

18. The State Employment Service interviewer interviews the student. During this session, the interviewer will learn what the student is seeking and gain a personal insight into what service will be required to assist the student in achieving his or her aspiration level.

19. The student completes the State Employment Service application for job placement service.

20. To State Employment Service Operating System. A complete description of the procedure is described in that system.

PLACEMENT OPERATIONS SUB-SYSTEM
STUDENT AVAILABILITY SYSTEM
VERTICAL LINE FLOW MODEL

1.	From Student Preparation Sub-system.	1.
2.	Teacher and/or counselor determines that student is about ready for initial career position.	2.
3.	Teacher and/or counselor has exit interview with student.	3.
4.	From Career Placement Sub-system.	4.
5.	Teacher and/or counselor determines if students seek employment, continued education or other career alternatives.	5.
6.	Does student seek public employment? If no, continue. If yes– →	6.
7.	To Career Placement Sub-system.	7.
8.	Teacher notes student card.	8.
9.	Teacher completes students referral and placement card.	9.
10.	Teacher forwards card to coordinator.	10.
11.	Coordinator files student referral and placement card.	11.
12.	State Employment Service interviewer checks file on scheduled basis.	12.
13.	State Employment Service interviewer checks and discusses student and employment opportunities with teacher.	13.

14. Teacher and/or counselor determines if additional placement activities are needed. 14.

15. Are other activities needed? If yes, continue. If no– 15.

16. Teacher and/or counselor seeks employment opportunity information. 16.

17. To Teacher Placement System. 17.

18. State Employment Service interviewer interviews student. 18.

19. Student completes application. 19.

20. To State Employment Service Operating System. 20.

PLACEMENT OPERATIONS SUB-SYSTEM
STUDENT AVAILABILITY SYSTEM
TASK IDENTIFICATION CHART

TEACHER and/or COUNSELOR:	Determines that student is about ready for initial career position. Has exit interview with student. Determines if students seek employment, continued education or other career alternatives. Determines if additional placement activities are needed. Seeks employment opportunity information.
TEACHER:	Notes student card. Completes student availability card. Forwards card to coordinator.
COORDINATOR:	Files student availability card.
STATE EMPLOYMENT SERVICE INTERVIEWER:	Checks file on scheduled basis. Checks and discusses student and employment opportunities with teacher. Interviews student.
STUDENT:	Completes application.

---

31. Teacher mails reminder card. 31.

32. Teacher waits ten days. 32.

33. Is questionnaire returned? If no, continue. If yes– 33.

34. If former student's address local? If yes, continue. If no– 34.

35. Teacher attemps telephone contact. 35.

36. Is contact successful? If no, continue. If yes– 36.

37. Teacher attemps personal contact. 37.

38. Is contact successful? If no, continue. If yes– 38.

39. Teacher determines if additional mailing is needed. 39.

40. Is additional mailing needed? If yes, continue. If no– 40.

41. Teacher prepares another cover letter. 41.

42. Teacher or student help prepares envelope contents. 42.

43. Teacher or student help addresses envelope. 43.

44. Teacher mails follow-up envelopes. 44.

45. Is questionnaire returned? If yes, continue. If no– 45.

46. Former students answer question. 46.

47. Teacher updates student record. 47.

48. Teacher checks and determines return rate. 48.

49. Is rate high enough? If no, continue. If yes– 49.

50. Teacher does anything feasible to achieve acceptable return rate. 50.

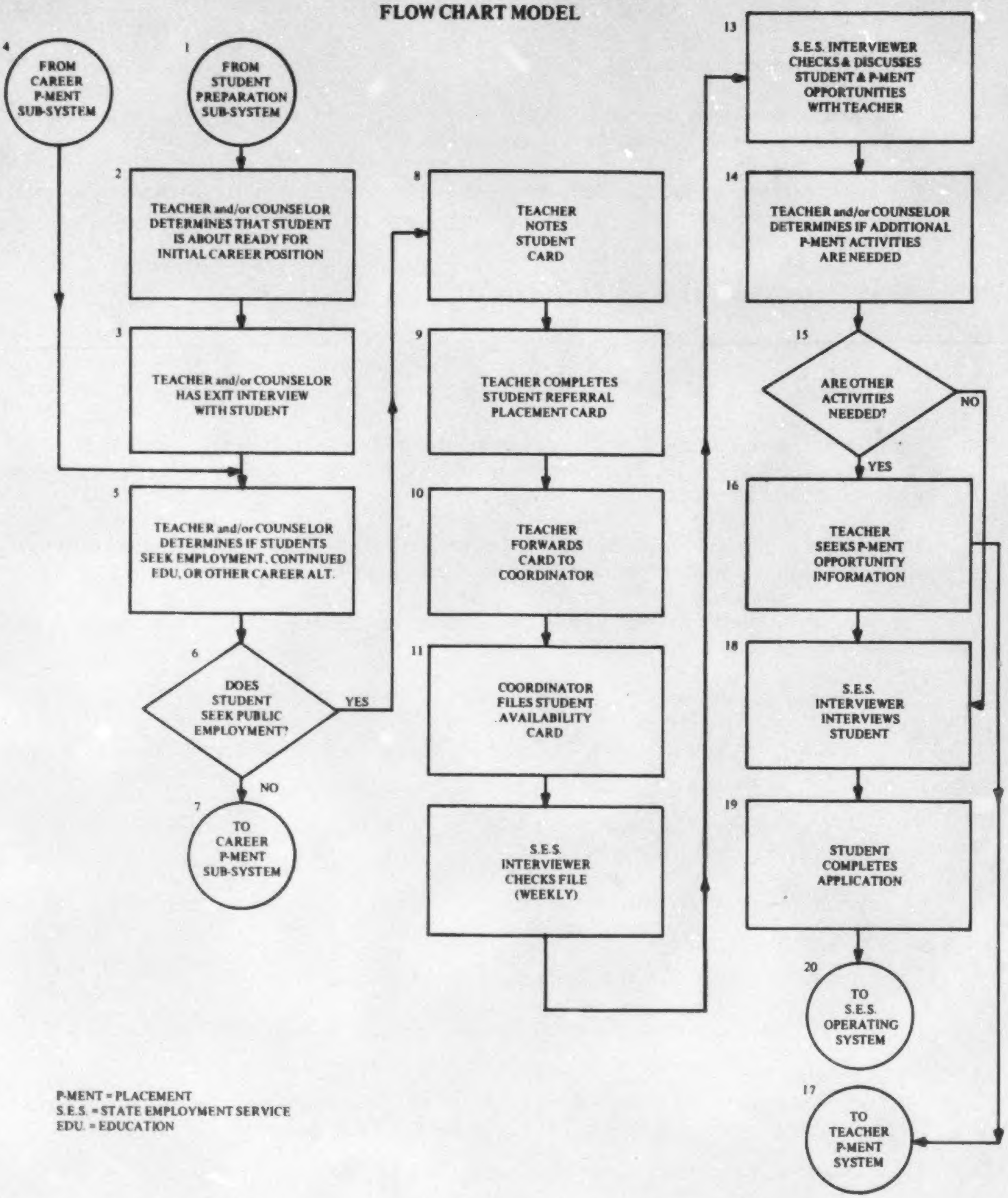
51. Teacher does final update of student record. 51.

52. Teacher refiles student record. 52.

53. Teacher compiles class information from questionnaire. 53.

54. To alternative 1 or 2. 54.

PLACEMENT OPERATION SUB-SYSTEM
STUDENT AVAILABILITY SYSTEM
FLOW CHART MODEL



1
FROM STUDENT PREPARATION SUB-SYSTEM
2
TEACHER and/or COUNSELOR DETERMINES THAT STUDENT IS ABOUT READY FOR INITIAL CAREER POSITION
3
TEACHER and/or COUNSELOR HAS EXIT INTERVIEW WITH STUDENT
4
FROM CAREER P-MENT SUB-SYSTEM
5
TEACHER and/or COUNSELOR DETERMINES IF STUDENTS SEEK EMPLOYMENT, CONTINUED EDU, OR OTHER CAREER ALT.
6
DOES STUDENT SEEK PUBLIC EMPLOYMENT?
YES
NO
7
TO CAREER P-MENT SUB-SYSTEM
8
TEACHER NOTES STUDENT CARD
9
TEACHER COMPLETES STUDENT REFERRAL PLACEMENT CARD
10
TEACHER FORWARDS CARD TO COORDINATOR
11
COORDINATOR FILES STUDENT AVAILABILITY CARD
S.E.S. INTERVIEWER CHECKS FILE (WEEKLY)
13
S.E.S. INTERVIEWER CHECKS & DISCUSSES STUDENT & P-MENT OPPORTUNITIES WITH TEACHER
14
TEACHER and/or COUNSELOR DETERMINES IF ADDITIONAL P-MENT ACTIVITIES ARE NEEDED
15
ARE OTHER ACTIVITIES NEEDED?
NO
YES
16
TEACHER SEEKS P-MENT OPPORTUNITY INFORMATION
17
TO TEACHER P-MENT SYSTEM
18
S.E.S. INTERVIEWER INTERVIEWS STUDENT
19
STUDENT COMPLETES APPLICATION
20
TO S.E.S. OPERATING SYSTEM

P-MENT = PLACEMENT
S.E.S. = STATE EMPLOYMENT SERVICE
EDU. = EDUCATION

PLACEMENT OPERATIONS SYSTEM
STATE EMPLOYMENT SERVICE PLACEMENT SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. From Job Placement Sub-system.

2. From State Employment Service Operating System. The input to this system comes from the procedure described in both of the above named systems.

3. Job seekers complete applications. These are people seeking employment through referral by the State Employment Service. The application is an official request for placement assistance service, not an application for a specific job.

4. The interviewer reviews application for employment.

5. The interviewer interviews the applicants.

6. Are there applications that match the job specifications? If no, continue. If yes, go to number 8.

7. The State Employment Service does job development. Providing there are no jobs available that match the applicant's skills, the State Employment Service will attempt to develop a job opportunity for which the applicant qualifies.

8. The interviewer reviews microfiche. The interviewer will continue to check the microfiche daily in an attempt to locate an available position within the perimeter of the applicant's employment potential.

9. Are there jobs available that match the student's competencies? If yes, continue. If no, go back to number 7 and repeat numbers 7 and 8.

10. The interviewer matches job to applicant.

11. The interviewer selects applicant(s). The interviewer must select all applicants that meet the job requirements.

12. The interviewer calls applicant(s). The interviewer may all all applicants with the specified skills to find if they are still interested in employment.

13. The interviewer refers applicant(s) to the employer. There may be one or more people referred to the employer. This will depend on the desires of the employers.

14. The interviewer does job follow-up to find if the applicant(s) was employed.

15. Does the employer accept the applicant? If yes, continue. If no, go back to number 4 and repeat the system.

16. The employer sends card back to the State Employment Service. The "card" is the applicant referral card, which the employer completes and returns upon hiring the applicant.

17. The State Employment Service closes the job order.

18. The State Employment Service interviewer notifies the teacher that the student was hired.

19. Out.

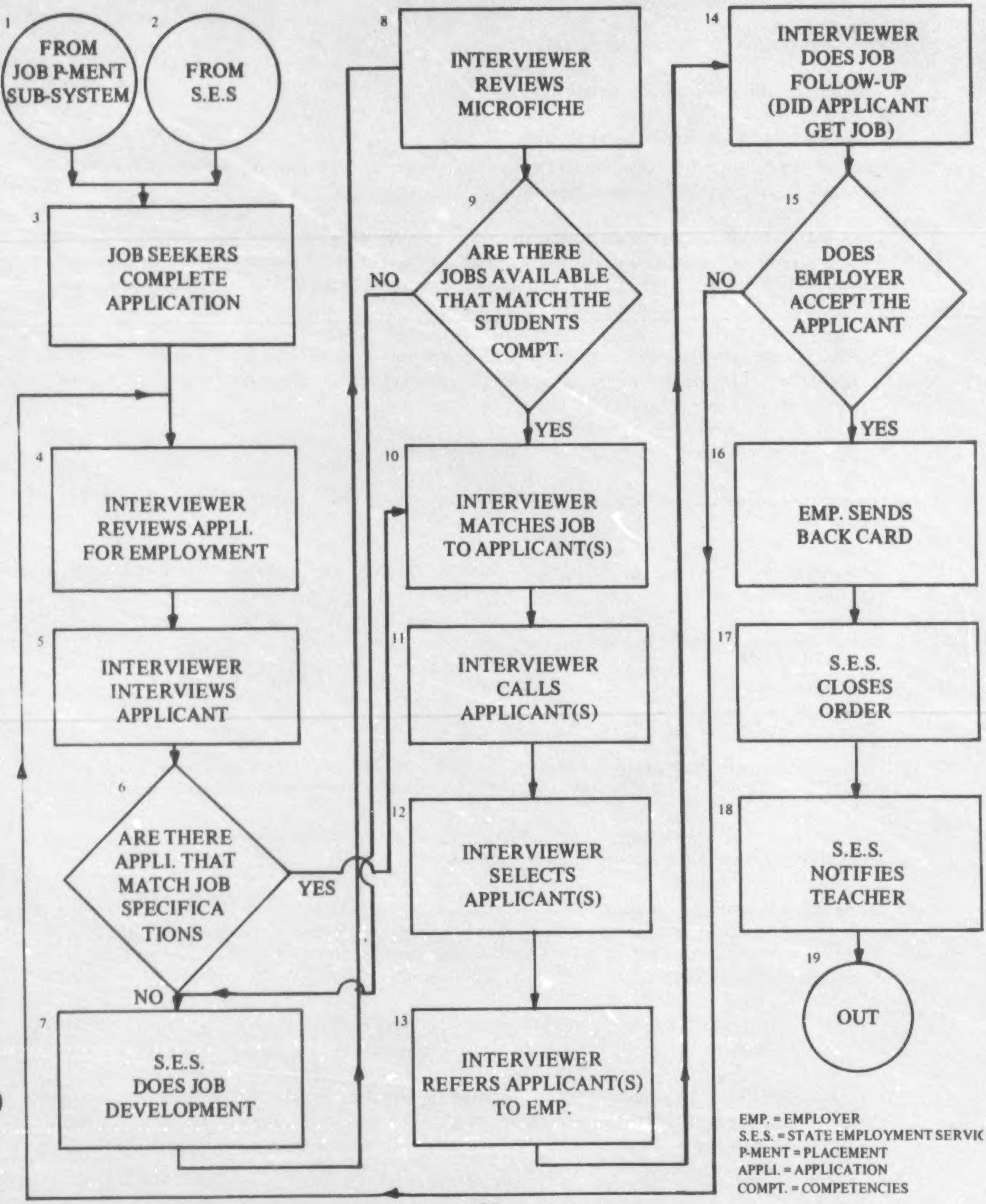
PLACEMENT OPERATIONS SYSTEM
STATE EMPLOYMENT SERVICE PLACEMENT SUB-SYSTEM
VERTICAL LINE FLOW MODEL

1. From Job Placement Sub-system. 1.
2. From State Employment Service. 2.
3. Job seekers complete applications. 3.
4. Interviewer reviews application for employment. 4.
5. Interviewer interviews applicant. 5.
6. Are there applications that match job specifications? If no, continue. If yes--6.
7. State Employment Service does job development. 7.
8. Interviewer reviews microfiche. 8.
9. Are there jobs available that match the student's competencies? If yes, continue. If no– 9.
10. Interviewer matches job to applicant(s). 10.
11. Interviewer selects applicant(s). 11.
12. Interviewer calls applicant(s) 12.
13. Interviewer refers applicant(s) to employer. 13.
14. Interviewer does job follow-up. (Did applicant get job?) 14.
15. Does employer accept the applicant? If yes, continue. If no– 15.
16. Employer sends back card. 16.
17. State Employment Service closes order. 17.
18. State Employment Service notifies teacher. 18.
19. Out. 19.

PLACEMENT OPERATIONS SYSTEM
STATE EMPLOYMENT SERVICE PLACEMENT SUB-SYSTEM
TASK IDENTIFICATION CHART

JOB SEEKERS:	Complete applications.
INTERVIEWER:	Reviews applications for employment. Interviews applicant. Reviews microfiche. Matches job to applicant(s). Selects applicant(s). Calls applicant(s). Refers applicant(s). Does job follow-up (did applicant get job).
STATE EMPLOYMENT SERVICE:	Does job development Closes order. Notifies teacher.
EMPLOYER:	Sends back card.

PLACEMENT OPERATIONS SYSTEM
S.E.S. PLACEMENT SUB-SYSTEM
FLOW CHART MODEL


1
FROM JOB P-MENT SUB-SYSTEM
2
FROM S.E.S
3
JOB SEEKERS COMPLETE APPLICATION
4
INTERVIEWER REVIEWS APPLI. FOR EMPLOYMENT
5
INTERVIEWER INTERVIEWS APPLICANT
6
ARE THERE APPLI. THAT MATCH JOB SPECIFICA TIONS
YES
NO
7
S.E.S. DOES JOB DEVELOPMENT
8
INTERVIEWER REVIEWS MICROFICHE
9
ARE THERE JOBS AVAILABLE THAT MATCH THE STUDENTS COMPT.
NO
YES
10
INTERVIEWER MATCHES JOB TO APPLICANT(S)
11
INTERVIEWER CALLS APPLICANT(S)
12
INTERVIEWER SELECTS APPLICANT(S)
13
INTERVIEWER REFERS APPLICANT(S) TO EMP.
14
INTERVIEWER DOES JOB FOLLOW-UP (DID APPLICANT GET JOB)
15
DOES EMPLOYER ACCEPT THE APPLICANT
NO
YES
16
EMP. SENDS BACK CARD
17
S.E.S. CLOSES ORDER
18
S.E.S. NOTIFIES TEACHER
19
OUT

EMP. = EMPLOYER
S.E.S. = STATE EMPLOYMENT SERVICE
P-MENT = PLACEMENT
APPLI. = APPLICATION
COMPT. = COMPETENCIES

PLACEMENT OPERATIONS SUB-SYSTEM
TEACHER PLACEMENT SYSTEM
NARRATIVE DESCRIPTION MODEL

1. **From Student Availability Procedure.**

2. **From Position Identification Sub-system.**

3. **From Information Distribution Sub-system.**

4. From Teacher Job Development Sub-system.
   Each of these four entries are derived from another system, which provides information vital to the operation of the Teacher Placement System.

5. The teacher identified known informed employers. Upon reaching a decision that a student is prepared for and is seeking employment, the teacher, with assistance from the counselor and/or other school personnel, will produce a list of employers known to be aware of the Vocational Education Placement System.

6. The teacher contacts the employer. The teacher or counselor may initiate the employer contact. This contact is in reality, job development, whereby the teacher and/or counselor actually call employers for information on job vacancies.

7. Is employment available? If no, continue. If yes, go to number 16.

8. Are there any other informed employers? If no, continue. If yes, return to number 6 and repeat the system.

9. To Teacher Job Development Sub-system. The job development is described in detail in the Job Development System.

10. From Information Distribution Sub-system.

11. From other sources.
    Numbers 10 and 11 are designed to provide job availability information for the system.

12. The student identifies desire job opportunity. Utilizing the information generated by operations number 10 and number 11, the student will select job opportunities he or she desires to pursue.

13. The student discusses the job opportunity. The student will have the privilege of discussing the job with whomever he or she desires prior to initiating a contact.

14. The teacher determines if the student is qualified for the job. The teacher is the only person who can make the decision if the student is within range of qualifying for the job description. Examples: the teacher would not recommend for an executive secretarial position, a student who had only completed one semester of typing.

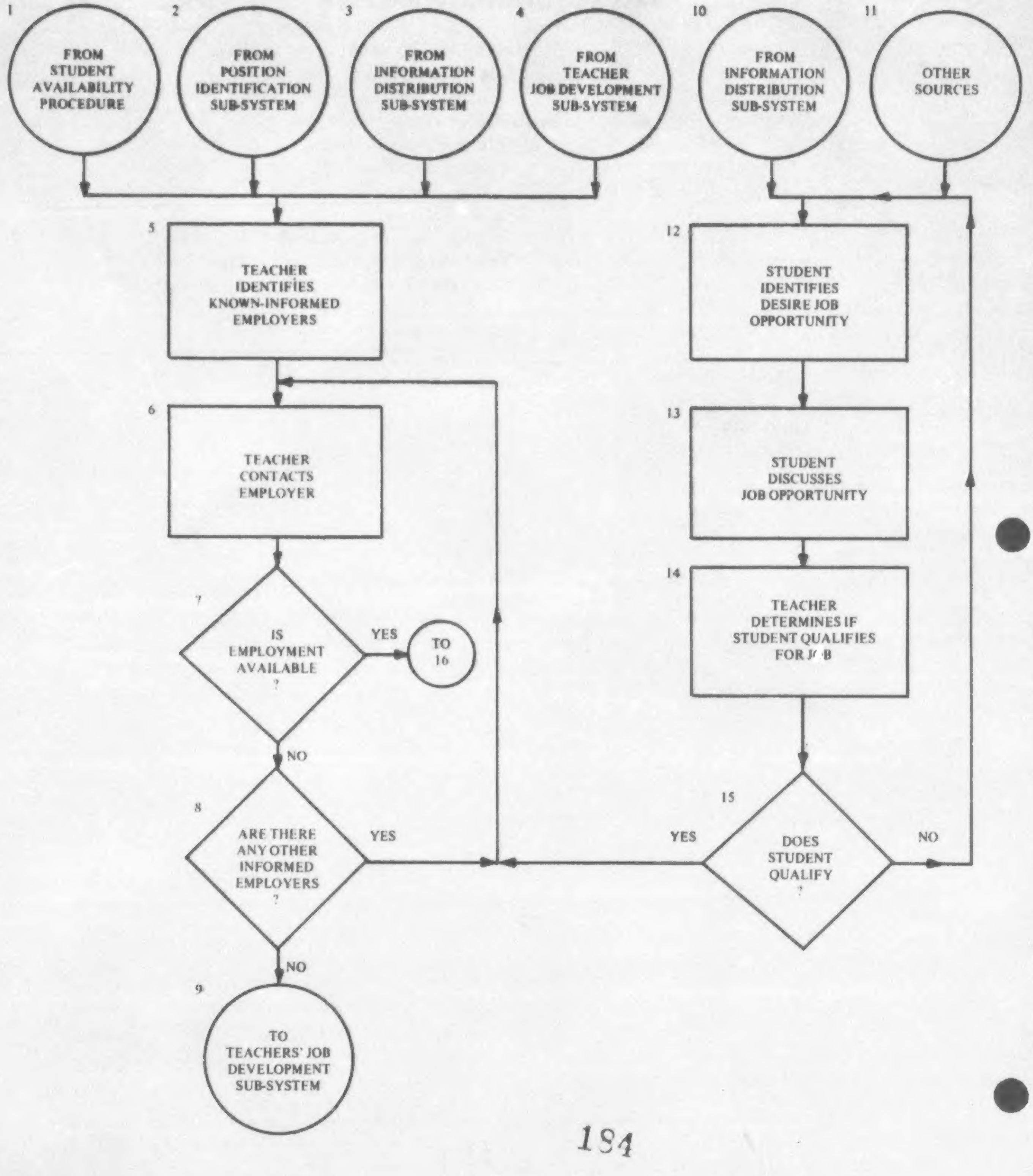
15. Does the student qualify? If no, return to number 12 and repeat the system. If yes, return to number 6 and repeat the system.

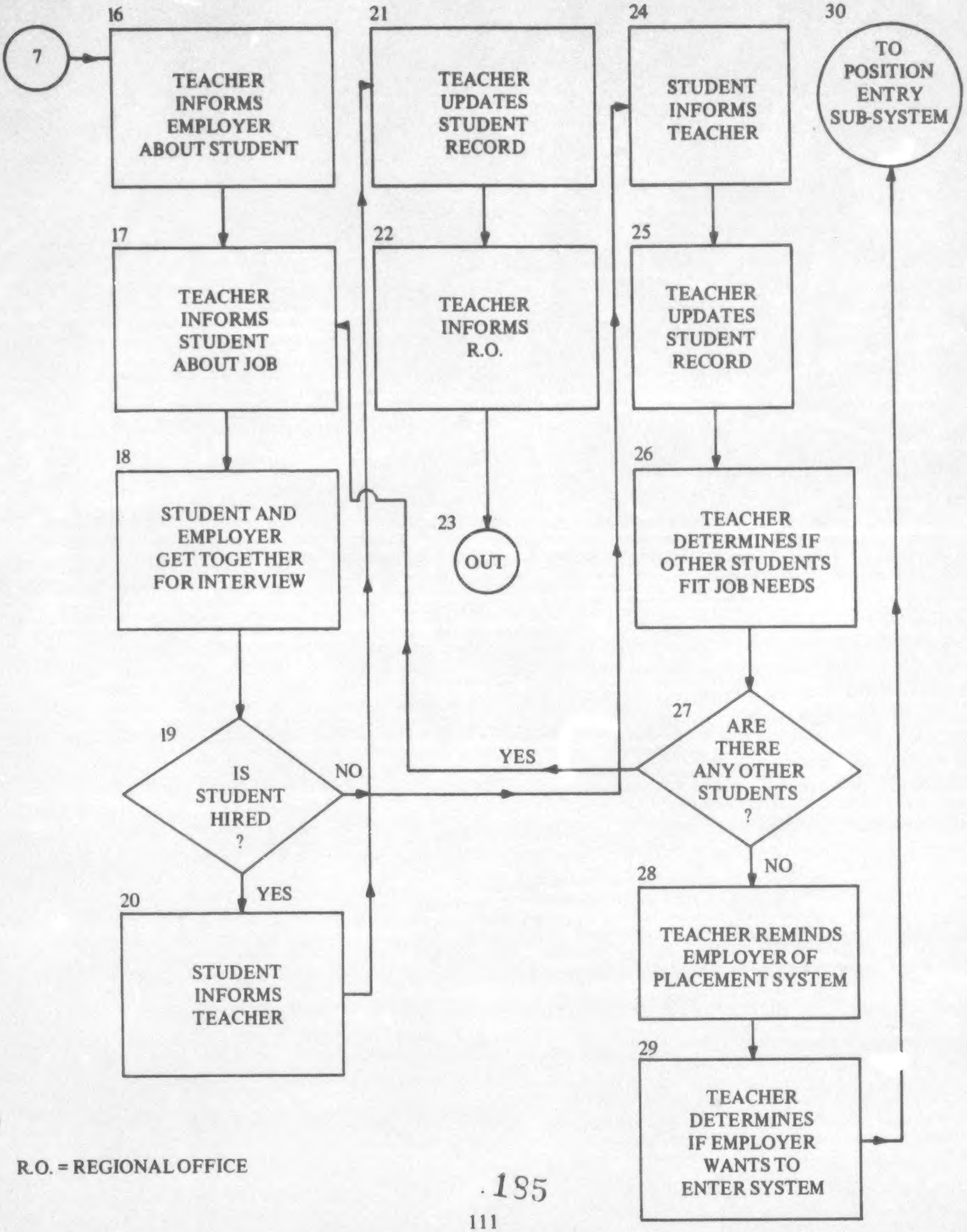
16. The teacher informs the employer about the student. Number 16 is generated from decision block number 7, which states "is employment available?" If yes, proceed to number 16. At this point, the teacher is in contact with the employer, a job is available, therefore the teacher informs the employer about the student(s) qualified for the position.

PLACEMENT OPERATIONS SUB-SYSTEM
TEACHER PLACEMENT SYSTEM
TASK IDENTIFICATION CHART

TEACHER:	Identifies known-informed employers. Contacts employer. Determines if student qualifies for job. Informs employer about student. Informs student about job. Updates student record. Informs Regional Office. Updates student record. Determines if other students fit job needs. Reminds employer of placement system. Determines if employer wants to enter system.
STUDENT:	Identified desired job opportunity. Discusses job opportunity. Informs teacher.
STUDENT AND EMPLOYER:	Get together for interview.

PLACEMENT OPERATIONS SUB-SYSTEM
TEACHER PLACEMENT SYSTEM
FLOW CHART MODEL


1
FROM STUDENT AVAILABILITY PROCEDURE
2
FROM POSITION IDENTIFICATION SUB-SYSTEM
3
FROM INFORMATION DISTRIBUTION SUB-SYSTEM
4
FROM TEACHER JOB DEVELOPMENT SUB-SYSTEM
10
FROM INFORMATION DISTRIBUTION SUB-SYSTEM
11
OTHER SOURCES
5
TEACHER IDENTIFIES KNOWN-INFORMED EMPLOYERS
12
STUDENT IDENTIFIES DESIRE JOB OPPORTUNITY
6
TEACHER CONTACTS EMPLOYER
13
STUDENT DISCUSSES JOB OPPORTUNITY
14
TEACHER DETERMINES IF STUDENT QUALIFIES FOR JOB
7
IS EMPLOYMENT AVAILABLE ?
YES
TO 16
NO
8
ARE THERE ANY OTHER INFORMED EMPLOYERS ?
YES
15
YES
DOES STUDENT QUALIFY ?
NO
NO
9
TO TEACHERS' JOB DEVELOPMENT SUB-SYSTEM


7
16
TEACHER INFORMS EMPLOYER ABOUT STUDENT
17
TEACHER INFORMS STUDENT ABOUT JOB
18
STUDENT AND EMPLOYER GET TOGETHER FOR INTERVIEW
19
IS STUDENT HIRED ?
NO
YES
20
STUDENT INFORMS TEACHER
21
TEACHER UPDATES STUDENT RECORD
22
TEACHER INFORMS R.O.
23
OUT
24
STUDENT INFORMS TEACHER
25
TEACHER UPDATES STUDENT RECORD
26
TEACHER DETERMINES IF OTHER STUDENTS FIT JOB NEEDS
27
ARE THERE ANY OTHER STUDENTS ?
YES
NO
28
TEACHER REMINDS EMPLOYER OF PLACEMENT SYSTEM
29
TEACHER DETERMINES IF EMPLOYER WANTS TO ENTER SYSTEM
30
TO POSITION ENTRY SUB-SYSTEM

R.O. = REGIONAL OFFICE

20. Is contact successful? If no, continue. If yes, go to number 46.

21. The teacher attempts telephone contact. The teacher may know where the student lives, but not be sure of the current work status, thus a phone call would suffice.

22. Is contact successful? If no, continue. If yes, go to number 46.

23. The teacher mails the follow-up questionnaire.

24. The teacher waits ten days for the return of the questionnaire.

25. Is the questionnaire returned? If no, continue. If yes, go to number 31.

26. The teacher determines if the mail got to the student. If it was not returned, it must be assumed that it got through.

27. Did the mail get through? If no, continue. If yes, go to number 31.

28. The teacher may utilize any method of locating the student.

29. The teacher may check the school record, ask parents, relatives or friends of former students.

30. Is this successful? If no, go to number 47. If yes, go to number 9.

31. The teacher mails reminder card. At this point, the teacher will have found the student's current address, thus the reminder card may produce a completed questionnaire.

32. The teacher waits ten days to see if questionnaire is returned.

33. Is questionnaire returned? If no, continue. If yes, go to number 46.

34. Is former student's address local? If yes, continue. If no, go to number 31.

35. The teacher attemps telephone contact.

36. Is this successful? If no, continue. If yes, go to number 46.

37. The teacher attempts personal contact.

38. Is this successful? If no, continue. If yes, go to number 46.

39. The teacher determines if additional mailing is needed.

40. Is additional mailing needed? If yes, continue. If no, go to number 47.

41. The teacher prepares another cover letter.

42. The teacher or student help prepares envelopes and contents.

187

43. The teacher or student help address envelopes.

44. The teacher mails the follow-up envelope.

45. Is the questionnaire returned? If yes, go to number 46. If no, go to number 47.

46. The former student answers the questions and returns the questionnaire to the teacher.

47. The teacher updates the student record.

48. The teacher checks and determines the return rate.

49. Is the rate high enough? If no, continue. If yes, go to number 51.

50. The teacher attemps everything that might increase the rate of return.

51. The teacher does the final update on the student record.

52. The teacher refiles the student record.

53. The teacher compiles the class information from questionnaire.

54. To data processing alternative.

FOLLOW-UP SYSTEM
INITIAL FOLLOW-UP SUB-SYSTEM
VERTICAL LINE FLOW MODEL

1. Start initial follow-up. 1.

2. Regional office reviews and revises follow-up questionnaire. 2.

3. Regional office reviews and revises sample cover letter. 3.

4. Regional office sends cover letters, instructions and questionnaire to teacher. 4.

5. Vocational education personnel waits for the appropriate scheduled date. 5.

6. Regional office forwards summary form to teacher (alternative 1). 6.

7. Teacher identifies former students for follow-up. 7.

8. Teacher reviews addresses of former students. 8.

9. (If necessary) teacher or student help addresses envelopes.

10. Teacher or student help prepares envelopes for mailing (if necessary).

11. Vocational education personnel determines if optional notification card is needed.

12. Is notification card needed? If yes, continue. If no–

13. Vocational education personnel notifies regional office.

14. Regional office sends cards to teacher.

15. Teacher or student help addresses card.

16. Teacher mails card five days prior to follow-up.

17. Teacher determines method and sequence of contact (mail, telephone or personal).

18. Is initial contact by mail? If no, continue. If yes–

19. Teacher attemps personal contact.

20. Is contact successful? If no, continue. If yes–

21. Teacher attemps telephone contact.

22. Is contact successful? If no, continue. If yes–

23. Teacher mails follow-up envelope.

24. Teacher waits ten days.

25. Is questionnaire returned? If no, continue. If yes–

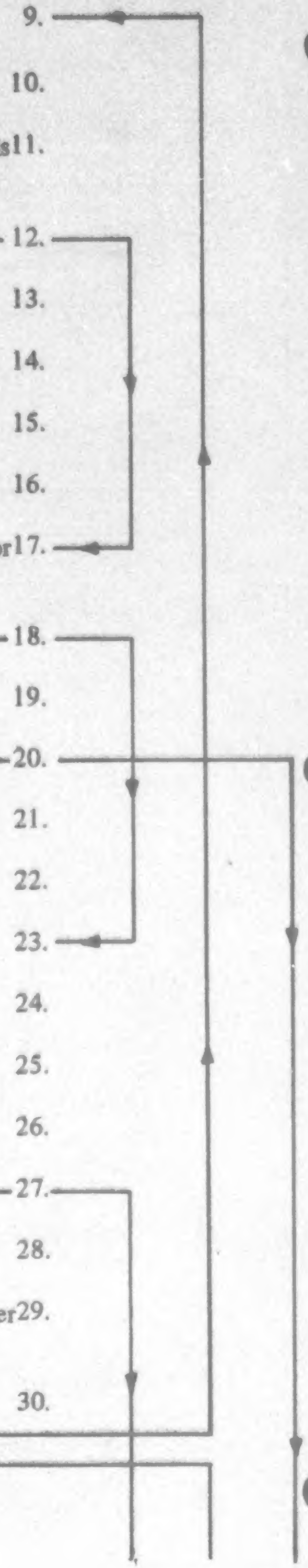
26. Teacher determines if mail got through.

27. Did mail get through? If no, continue. If yes–

28. Teacher employs several methods of locating student.

29. Teacher checks school records, asks parents, relatives and friends of former students.

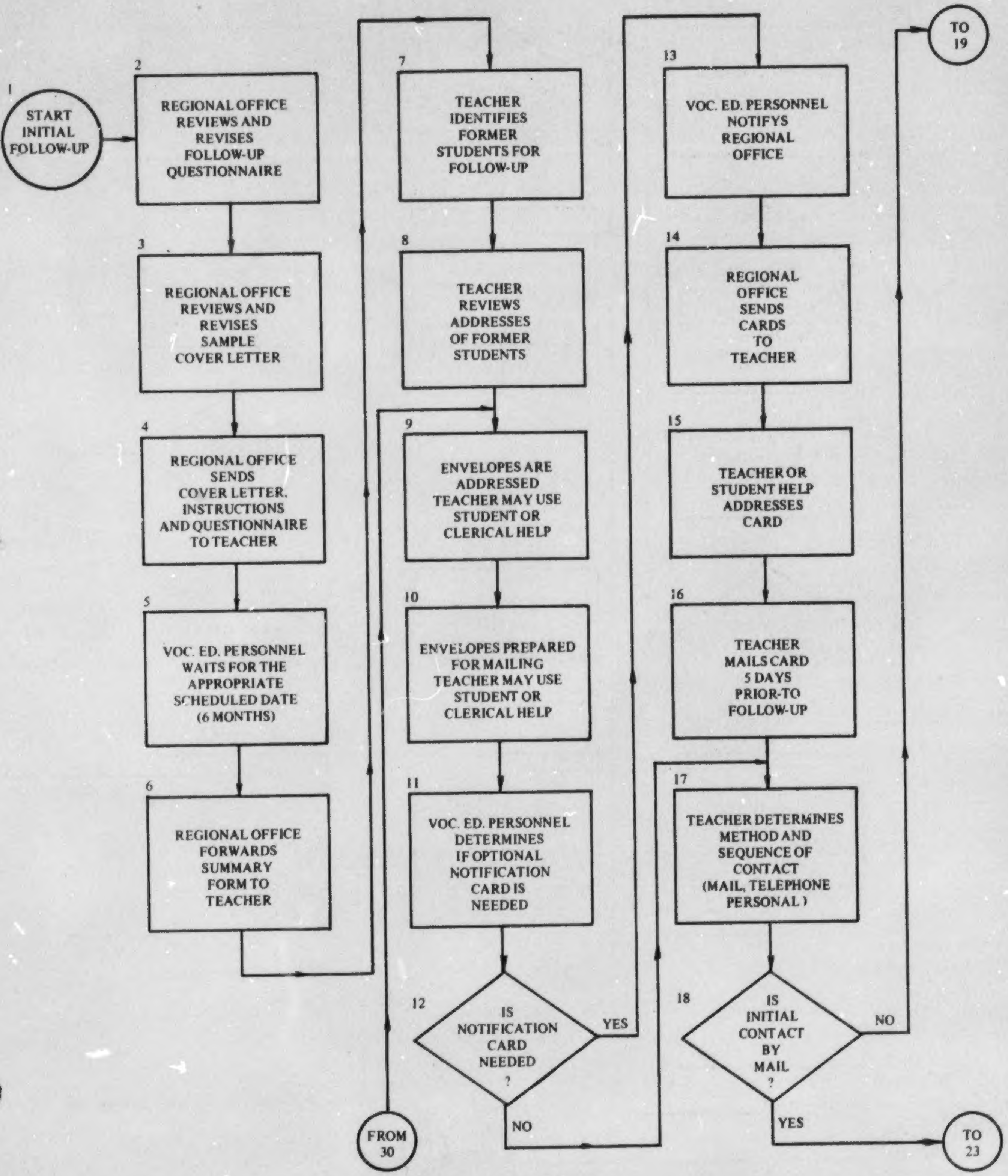
30. Is this successful?
If yes–
If no–

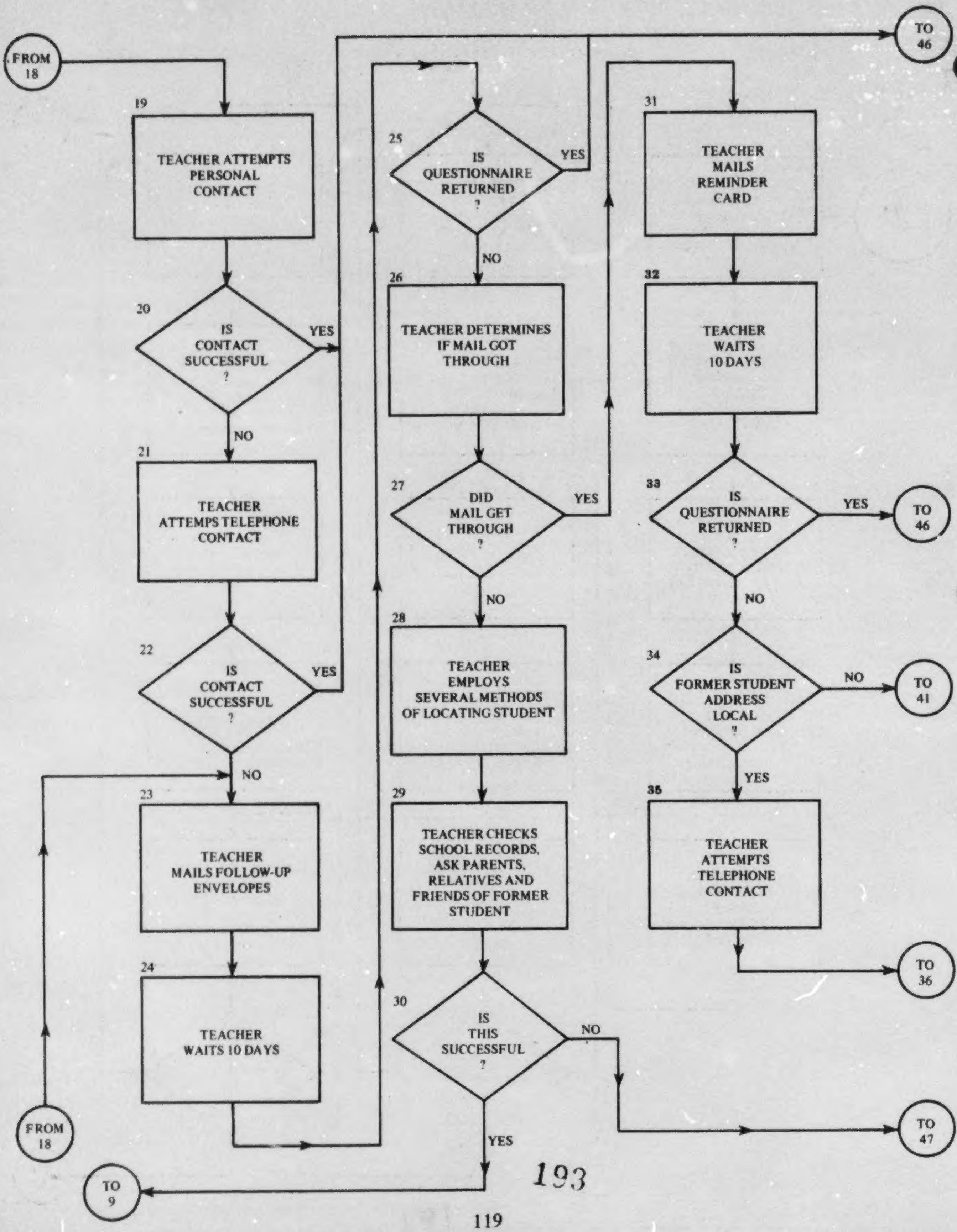


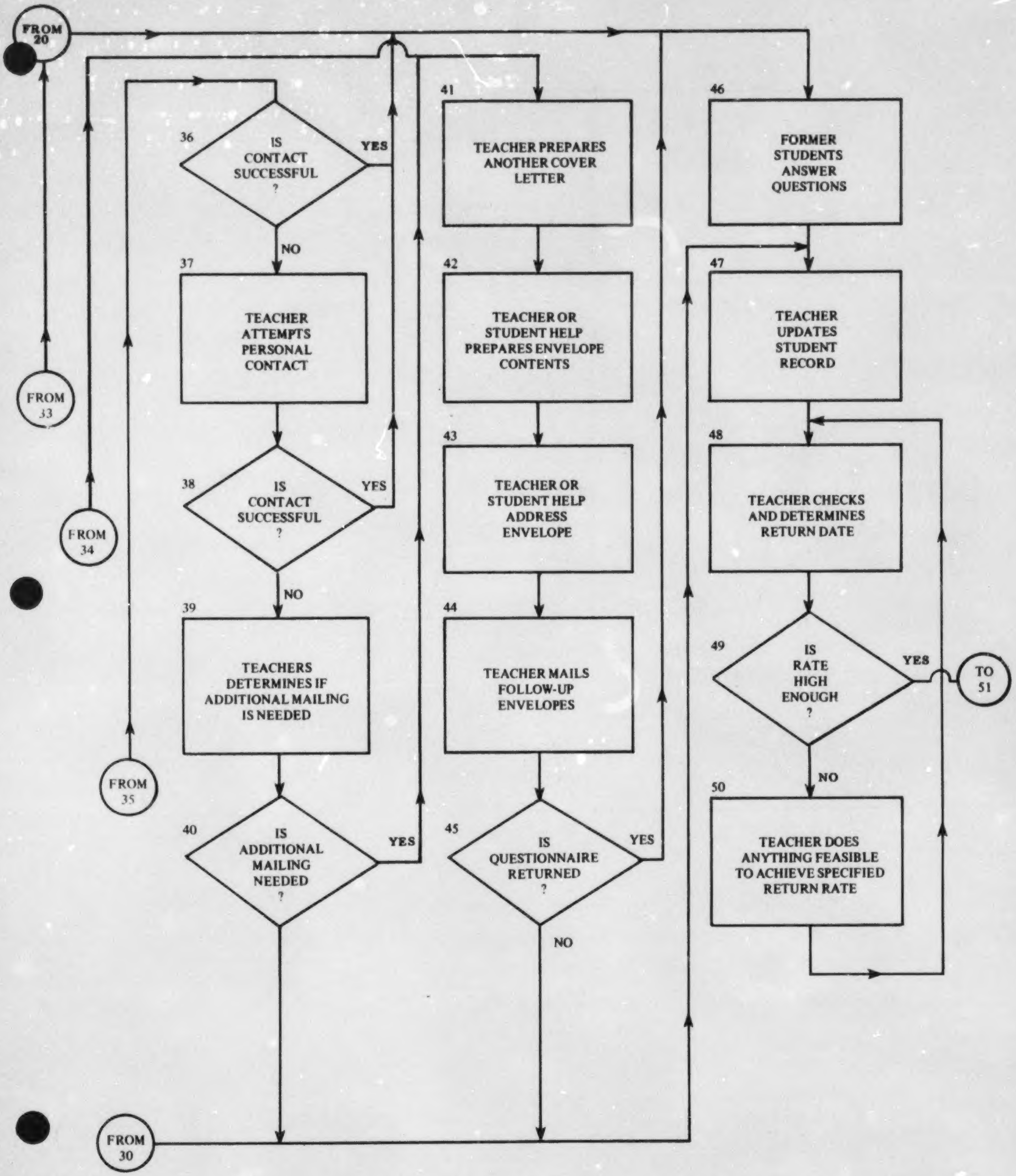
FOLLOW-UP SYSTEM
INITIAL FOLLOW-UP SUB-SYSTEM
TASK IDENTIFICATION CHART

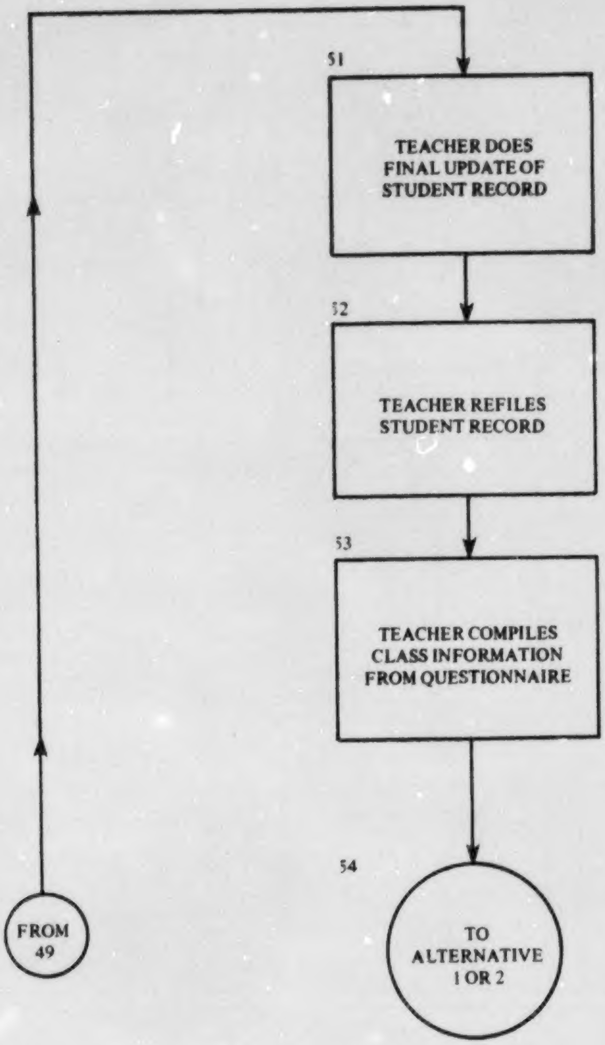
REGIONAL OFFICE:	Reviews and revises follow-up questionnaire Reviews and revises sample cover letter. Sends cover letters, instructions and questionnaire to teacher. Forwards summary form to teacher. (alternative 1) Sends cards to teacher.
VOCATIONAL EDUCATION PERSONNEL:	Waits for the appropriate scheduled date. Notifies regional office.
TEACHER:	Identifies former students for follow-up. Reviews addresses of former students. Addresses envelopes (if necessary). Helps prepare envrlopes for mailing (if necessary). Addresses cards. Mails card five days prior to follow-up. Determines method and sequence of contact (mail, telepho or personal). Attempts personal contact. Attempts telephone contact. Mails follow-up envelopes. Waits ten days. Determines if mail got through. Employs several methods of locating student. Checks school records, ask parents, relatives and friends of former student. Mails reminder card. Waits ten days. Attempts telephone contact. Attempts personal contact. Determines if additional mailing is needed. Prepares another cover letter Prepares envelope contents. Addresses envelope. Mails follow-up envelopes. Updates student record. Checks and determines return rate. Does anything feasible to achieve acceptable return rate. Does final update of student record. Refiles student record. Compiles class information from questionnaire.
FORMER STUDENTS:	Answer questions.

INITIAL FOLLOW-UP OPERATIONS SUB-SYSTEM FLOW CHART MODEL


1
START INITIAL FOLLOW-UP
2
REGIONAL OFFICE REVIEWS AND REVISES FOLLOW-UP QUESTIONNAIRE
3
REGIONAL OFFICE REVIEWS AND REVISES SAMPLE COVER LETTER
4
REGIONAL OFFICE SENDS COVER LETTER, INSTRUCTIONS AND QUESTIONNAIRE TO TEACHER
5
VOC. ED. PERSONNEL WAITS FOR THE APPROPRIATE SCHEDULED DATE (6 MONTHS)
6
REGIONAL OFFICE FORWARDS SUMMARY FORM TO TEACHER
7
TEACHER IDENTIFIES FORMER STUDENTS FOR FOLLOW-UP
8
TEACHER REVIEWS ADDRESSES OF FORMER STUDENTS
9
ENVELOPES ARE ADDRESSED TEACHER MAY USE STUDENT OR CLERICAL HELP
10
ENVELOPES PREPARED FOR MAILING TEACHER MAY USE STUDENT OR CLERICAL HELP
11
VOC. ED. PERSONNEL DETERMINES IF OPTIONAL NOTIFICATION CARD IS NEEDED
12
IS NOTIFICATION CARD NEEDED ?
YES
NO
FROM 30
13
VOC. ED. PERSONNEL NOTIFYS REGIONAL OFFICE
14
REGIONAL OFFICE SENDS CARDS TO TEACHER
15
TEACHER OR STUDENT HELP ADDRESSES CARD
16
TEACHER MAILS CARD 5 DAYS PRIOR-TO FOLLOW-UP
17
TEACHER DETERMINES METHOD AND SEQUENCE OF CONTACT (MAIL, TELEPHONE PERSONAL)
18
IS INITIAL CONTACT BY MAIL ?
NO
YES
TO 19
TO 23


FROM 18
19
TEACHER ATTEMPTS PERSONAL CONTACT
20
IS CONTACT SUCCESSFUL ?
YES
NO
21
TEACHER ATTEMPS TELEPHONE CONTACT
22
IS CONTACT SUCCESSFUL ?
YES
NO
23
TEACHER MAILS FOLLOW-UP ENVELOPES
24
TEACHER WAITS 10 DAYS
FROM 18
25
IS QUESTIONNAIRE RETURNED ?
YES
NO
26
TEACHER DETERMINES IF MAIL GOT THROUGH
27
DID MAIL GET THROUGH ?
YES
NO
28
TEACHER EMPLOYS SEVERAL METHODS OF LOCATING STUDENT
29
TEACHER CHECKS SCHOOL RECORDS, ASK PARENTS, RELATIVES AND FRIENDS OF FORMER STUDENT
30
IS THIS SUCCESSFUL ?
NO
YES
TO 9
TO 46
31
TEACHER MAILS REMINDER CARD
32
TEACHER WAITS 10 DAYS
33
IS QUESTIONNAIRE RETURNED ?
YES
TO 46
NO
34
IS FORMER STUDENT ADDRESS LOCAL ?
NO
TO 41
YES
35
TEACHER ATTEMPTS TELEPHONE CONTACT
TO 36
TO 47


FROM 20
FROM 33
FROM 34
FROM 35
FROM 30
36
IS CONTACT SUCCESSFUL ?
YES
NO
37
TEACHER ATTEMPTS PERSONAL CONTACT
38
IS CONTACT SUCCESSFUL ?
YES
NO
39
TEACHERS DETERMINES IF ADDITIONAL MAILING IS NEEDED
40
IS ADDITIONAL MAILING NEEDED ?
YES
41
TEACHER PREPARES ANOTHER COVER LETTER
42
TEACHER OR STUDENT HELP PREPARES ENVELOPE CONTENTS
43
TEACHER OR STUDENT HELP ADDRESS ENVELOPE
44
TEACHER MAILS FOLLOW-UP ENVELOPES
45
IS QUESTIONNAIRE RETURNED ?
YES
NO
46
FORMER STUDENTS ANSWER QUESTIONS
47
TEACHER UPDATES STUDENT RECORD
48
TEACHER CHECKS AND DETERMINES RETURN DATE
49
IS RATE HIGH ENOUGH ?
YES
NO
TO 51
50
TEACHER DOES ANYTHING FEASIBLE TO ACHIEVE SPECIFIED RETURN RATE


51
TEACHER DOES FINAL UPDATE OF STUDENT RECORD
52
TEACHER REFILES STUDENT RECORD
53
TEACHER COMPILES CLASS INFORMATION FROM QUESTIONNAIRE
54
TO ALTERNATIVE 1 OR 2
FROM 49

FOLLOW-UP SYSTEM
PROGRAM IMPROVEMENT FOLLOW-UP SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. Start program improvement follow-up.

2. The regional office staff reviews and revises the follow-up questionnaire as needed.

3. The regional office staff reviews and revises cover letter as needed.

4. The regional office staff reviews and revises the "teacher questions" format to determine if the desired objective is being achieved.

5. The regional office sends "teacher question" format, cover letter and questionnaire to the teacher.

6. The teacher develops additional questions using regional office format. These questions are in addition to the follow-up questionnaire and pertinent to the individual program.

7. All vocational education personnel await the appropriate mailing time. This date may fluctuate due to federal report schedule changes.

8. The regional office sends report (class summary) to the teacher. Upon completion of the follow-up, the teacher will complete the summary and return it to the regional office.

9. The teacher identifies all former students for the current follow-up. The teacher will identify these people from previous records.

10. The teacher reviews the addresses of former students scheduled for current follow-up.

11. If needed, the teacher may utilize student help for addressing envelopes. These envelopes may have been addressed previously during the exit interview. In this event, the teacher will need to check the addresses.

12. The teacher (with student help if needed) places the questionnaire and cover letter in the envelope.

13. Vocational education personnel determines if optional notification card is needed.

14. Is notification card needed? If yes, continue. If no, go to number 19.

15. Vocational education personnel notifies the regional office of the need for a notification card.

16. The regional office staff sends the cards to the teacher.

17. The teacher addresses the notification cards. Student help or other assistance may be utilized if needed.

18. The teacher mails the cards five days prior to mailing of the questionnaire.

19. The teacher mails the follow-up envelopes.

20. The teacher waits ten days for return of the questionnaire.

21. Is the questionnaire returned? If no, continue. If yes, go to number 42.

22. The teacher determines if the mail got to the student. It must be assumed that it got through if it is not returned.

23. Did the mail get through? If no, continue. If yes, go to number 27.

24. The teacher may utilize any method of locating the student.

25. The teacher may check the school records, ask parents, relatives, friends and/or other students.

26. Is this successful? If yes, go to number 11. If no, go to number 43. This will be the final attempt to locate the student. It must be assumed at this point that the student cannot be located, thus the student's record will be updated verifying the fact that the student is not available for follow-up.

27. The teacher mails the reminder card. This is in the event that the questionnaire was not returned, thus it is assumed that the student has it and has forgotten to return it.

28. The teacher waits ten days for a response to the reminder card.

29. Is the questionnaire returned? If no, continue. If yes, to to number 42.

30. Is the former student's address local? If yes, continue. If no, go to number 37.

31. The teacher will attempt to contact the student by telephone.

32. Is this method of contact successful? If no, continue. If yes, go to number 42.

33. The teacher attempts personal contact. The teacher may learn of someone who knows the location of the student, thus rendering it possible for the teacher to contact the student.

34. Is this method of contact successful? If no, continue. If yes, go to number 42.

35. The teacher makes a determination if additional mailing is needed.

36. Is additional mailing needed? If yes, continue. If no, go to number 43.

37. If the teacher decides another mailing is needed, another cover letter will be developed by the teacher.

38. The teacher prepares the envelopes for mailing. Student help may be utilized if needed.

39. The teacher prepares materials for mailing. Student help may be utilized if needed.

40. The teacher mails the follow-up envelopes.

41. Is the questionnaire returned? If yes, continue. If no, go to number 43.

42. The former student answers the questions.

43. The teacher updates the student's local school record.

44. The teacher checks the return and determines if it is high enough to produce valid correlation.

45. Is the rate high enough? If no, continue. If yes, go to number 47.

46. The teacher utilizes any method of achieving the minimum rate required for valid data.

47. The teacher updates the student's local school record.

48. The teacher refiles the record.

49. The teacher compiles a summary of this class information as reported on the questionnaire.

50. To alternative one or two. These are sub-systems for data processing.

FOLLOW-UP SYSTEM
PROGRAM IMPROVEMENT FOLLOW-UP SUB-SYSTEM
VERTICAL LINE FLOW MODEL

1. Start program improvement follow-up. 1.

2. Regional Office reviews and revises follow-up questionnaire. 2.

3. Regional office reviews and revises sample cover letter. 3.

4. Regional office reviews and revises teacher questions format. 4.

5. Regional office seals teacher question format, cover letters, instructions and questionnaire to teacher. 5.

6. Teacher developes additional questions using format. 6.

7. Vocational education personnel waits for the appropriate scheduled date. 7.

8. Regional office fowards summary form to teacher (option 1). 8.

9. Teacher identifies former students for follow-up. 9.

10. Teacher reviews addresses of former students. 10.

11. (If necessary) teacher or student help addresses envelopes. 11.

12. Teacher or student help prepares envelopes for mailing. 12.

13. Vocational education personnel determines if optional notification card is needed. 13.

14. Is notification card needed? If yes, continue. If no-- → → 14.

15. Vocational education personnel notifies Regional office. 15.

16. Regional office sends cards to teacher. 16.

17. Teacher or student help addresses card. 17.

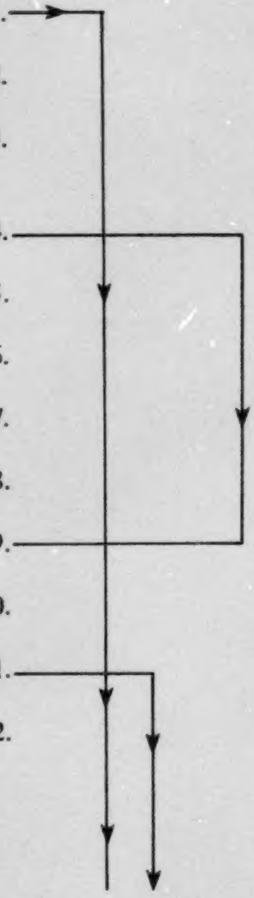
18. Teacher mails card five days prior to questionnaire mailing. 18.

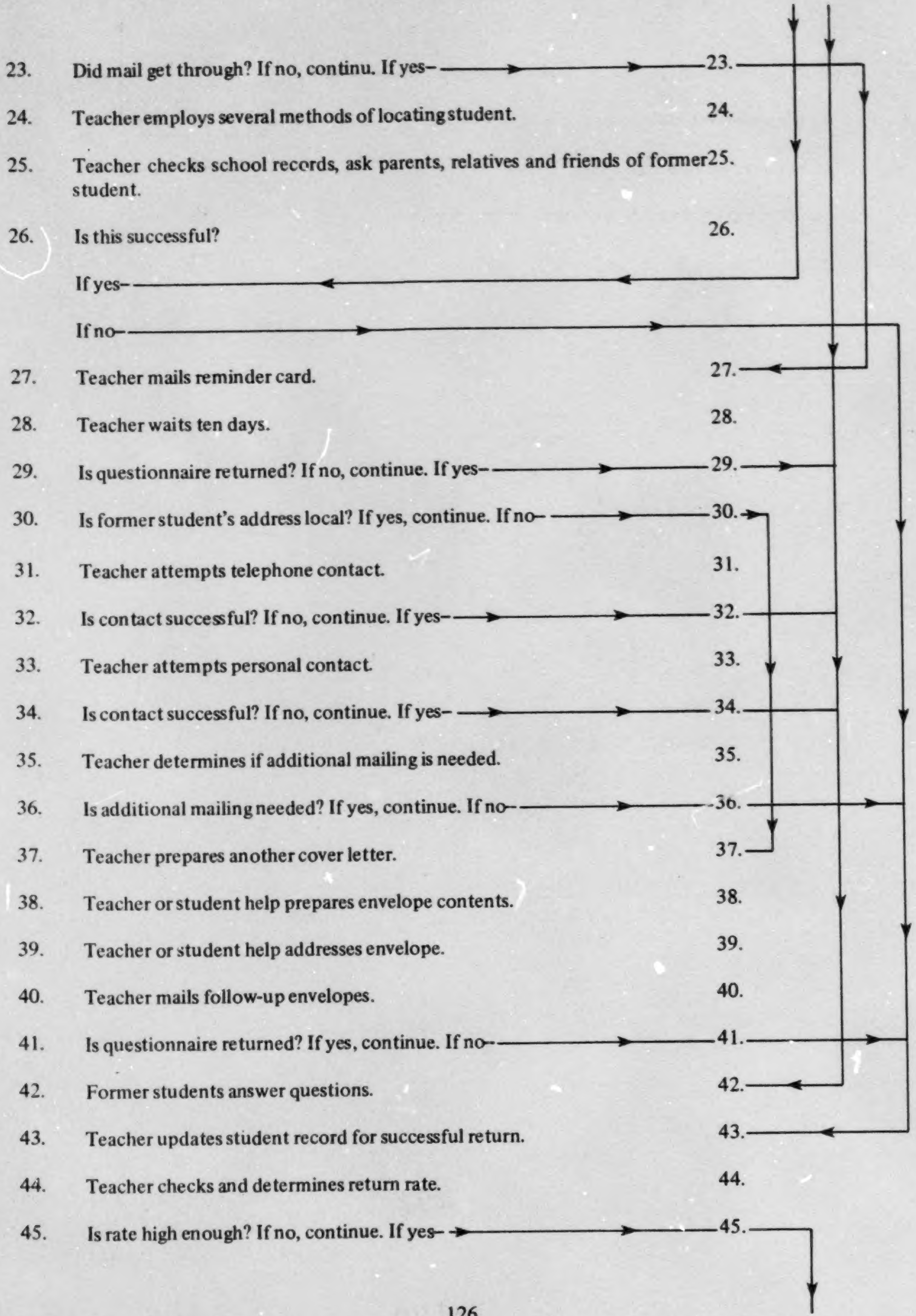
19. Teacher mails follow-up envelopes. 19.

20. Teacher waits ten days. 20.

21. Is questionnaire returned? If no, continue. If yes- → → 21.

22. Teacher determines if mail got through. 22.





23. Did mail get through? If no, continu. If yes— 23.

24. Teacher employs several methods of locating student. 24.

25. Teacher checks school records, ask parents, relatives and friends of former student. 25.

26. Is this successful? 26.

If yes—

If no—

27. Teacher mails reminder card. 27.

28. Teacher waits ten days. 28.

29. Is questionnaire returned? If no, continue. If yes— 29.

30. Is former student's address local? If yes, continue. If no— 30.

31. Teacher attempts telephone contact. 31.

32. Is contact successful? If no, continue. If yes— 32.

33. Teacher attempts personal contact. 33.

34. Is contact successful? If no, continue. If yes— 34.

35. Teacher determines if additional mailing is needed. 35.

36. Is additional mailing needed? If yes, continue. If no— 36.

37. Teacher prepares another cover letter. 37.

38. Teacher or student help prepares envelope contents. 38.

39. Teacher or student help addresses envelope. 39.

40. Teacher mails follow-up envelopes. 40.

41. Is questionnaire returned? If yes, continue. If no— 41.

42. Former students answer questions. 42.

43. Teacher updates student record for successful return. 43.

44. Teacher checks and determines return rate. 44.

45. Is rate high enough? If no, continue. If yes— 45.

46. Teacher does anything feasible to achieve specified return rate. 46.

47. Teacher updates student record. 47.

48. Teacher refiles student record. 48.

49. Teacher compiles class information from questionnaire. 49.

50. To alternative 1 or 2. 50.

FOLLOW-UP SYSTEM
PROGRAM IMPROVEMENT FOLLOW-UP SUB-SYSTEM
TASK IDENTIFICATION CHART

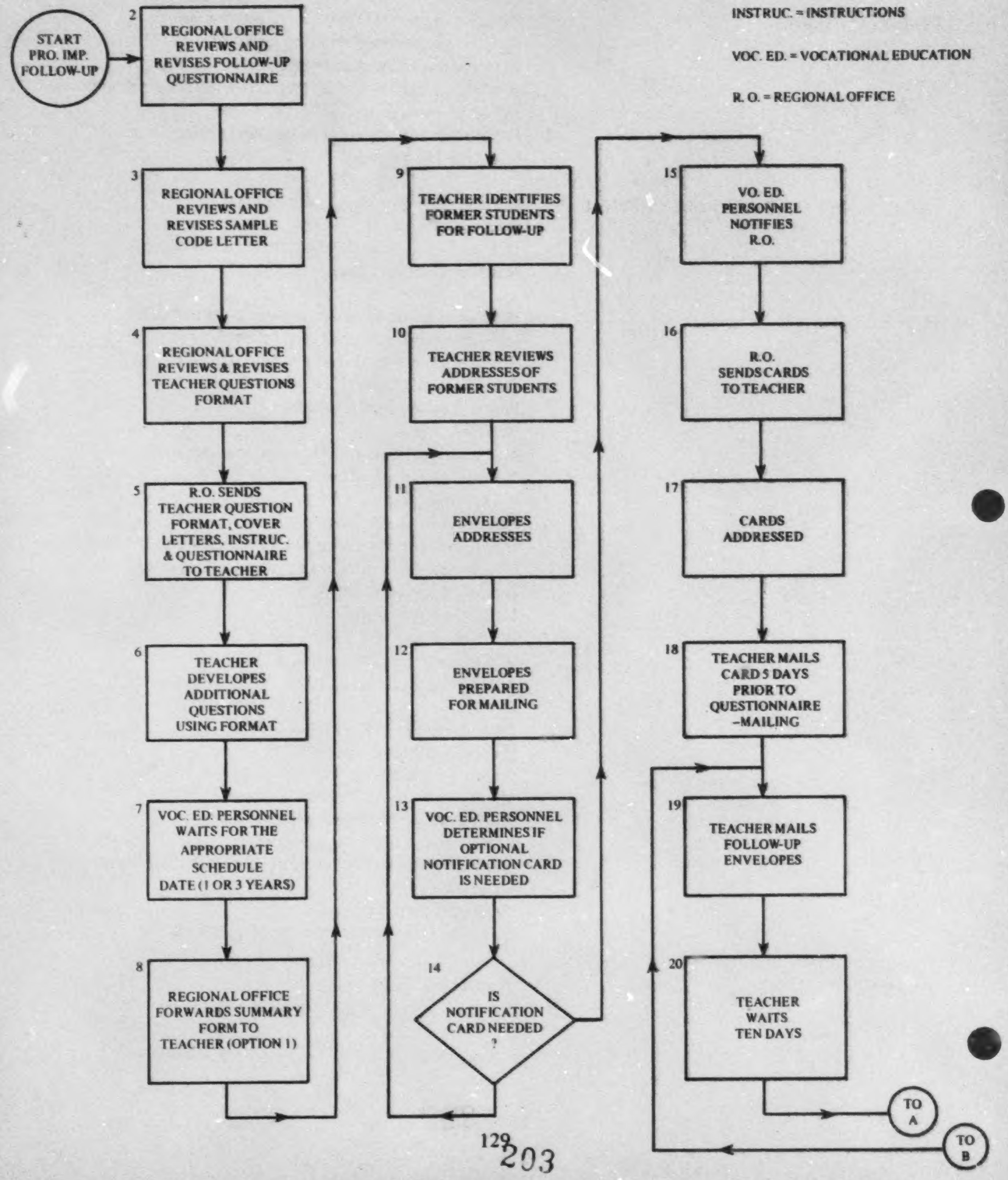
REGIONAL OFFICE:	Reviews and revises follow-up questionnaire. Reviews and revises sample cover letter. Reviews and revises teacher questions format. Sends teacher question format, cover letters, insttructions and questionnaire to teacher. Forwards summary form to teacher (option 1). Sends card to teacher.
VOCATIONAL EDUCATION PERSONNEL:	Waits for the appropriate scheduled date (one or three years). Determine if optional notification card is needed. Notifies regional office.
TEACHEER:	Develops additional questions using format. Identifies former students for follow-up. Reviews addresses of former students. Addresses envelopes (if necessary). Prepares envelopes for mailing. Addresses card. Mails card five days prior to questionnaire mailing. Mails follow-up envelopes. Waits ten days. Determines if mail got through. Employs several methods of locating student. Checks school records, asks parents, relatives and friends of former student. Mails reminder card. Waits ten days. Attempts telephone contact. Attempts personal contact. Determines if additional mailing is needed. Prepares another cover letter. Prepares envelope contents. Addresses envelope. Mails follow-up envelopes. Updates student card for successful return. Checks and determines return rate. Does anything feasible to achieve specified return rate. Updates student record. Refiles student record. Compiles class information from questionnaire.
FORMER STUDENT:	Answer questions.

PROGRAM IMPROVEMENT FOLLOW-UP
OPERATIONS SUB-SYSTEM
FLOW CHART MODEL
PAGE 1

INSTRUC. = INSTRUCTIONS

VOC. ED. = VOCATIONAL EDUCATION

R. O. = REGIONAL OFFICE


START PRO. IMP. FOLLOW-UP
2
REGIONAL OFFICE REVIEWS AND REVISES FOLLOW-UP QUESTIONNAIRE
3
REGIONAL OFFICE REVIEWS AND REVISES SAMPLE CODE LETTER
4
REGIONAL OFFICE REVIEWS & REVISES TEACHER QUESTIONS FORMAT
5
R.O. SENDS TEACHER QUESTION FORMAT, COVER LETTERS, INSTRUC. & QUESTIONNAIRE TO TEACHER
6
TEACHER DEVELOPES ADDITIONAL QUESTIONS USING FORMAT
7
VOC. ED. PERSONNEL WAITS FOR THE APPROPRIATE SCHEDULE DATE (1 OR 3 YEARS)
8
REGIONAL OFFICE FORWARDS SUMMARY FORM TO TEACHER (OPTION 1)
9
TEACHER IDENTIFIES FORMER STUDENTS FOR FOLLOW-UP
10
TEACHER REVIEWS ADDRESSES OF FORMER STUDENTS
11
ENVELOPES ADDRESSES
12
ENVELOPES PREPARED FOR MAILING
13
VOC. ED. PERSONNEL DETERMINES IF OPTIONAL NOTIFICATION CARD IS NEEDED
14
IS NOTIFICATION CARD NEEDED ?
15
VO. ED. PERSONNEL NOTIFIES R.O.
16
R.O. SENDS CARDS TO TEACHER
17
CARDS ADDRESSED
18
TEACHER MAILS CARD 5 DAYS PRIOR TO QUESTIONNAIRE -MAILING
19
TEACHER MAILS FOLLOW-UP ENVELOPES
20
TEACHER WAITS TEN DAYS
TO A
TO B

FOLLOW-UP SYSTEM
EMPLOYER SURVEY
NARRATIVE DESCRIPTION MODEL

1. Start employer survey.

2. Employer hires a vocational student.

3. The student informs the teacher of employment.

4. The teacher adds the employer's name with all required information to the list of employers.

5. The teacher determines what feed-back information is needed from the employers, and submits the regional office with a request for the information.

6. The regional office reviews the data requested and revises the questionnaire to provide the desired information for program improvement.

7. The teacher developes questions pertinent to his or her individual program to be included with the employer survey.

8. Does the teacher mail and receive the employer survey questionnaire? If yes, continue. If no, go to number 18.

9. If yes, the regional office provides the teacher with the questionnaire.

10. The teacher mails one form to each employer having hired a student from his or her program.

11. The employer answers the question on the questionnaire and returns it to the teacher.

12. The teacher receives the completed questionnaire from the employers of his or her students.

13. The teacher does a class composite and submits the report to the local administrator.

14. The local administrator does a school composite by program area and submits a report to the regional office.

15. The regional office does a composite by program area, by school and by region.

16. Regional office sends a composite report to the state office and back to the local school.

17. Out–End alternative one.

18. Does the teacher mail and not receive the questionnaire? If yes, continue. If no, go to number 21.

19. If yes, the regional office provides the teacher with the questionnaire.

20. The teacher mails one form to each employer of his or her students (go to number 25).

21. Does regional office mail and receive questionnaire? If yes, continue. If no, go to number 18.

22. If yes, the teacher sends a list of all employers of current students along with a list of additional questions to the regional office.

23. The regional office does a composite of the employers and the additional questions.

24. The regional office develops questionnaires, cover letters and other needed material.

25. The regional office addresses envelopes and inserts questionnaire.

26. The regional office mails the envelopes to the employers.

27. The employer returns the questionnaire to the regional office.

28. The regional office attempts to contact all employers that do not return the questionnaire.

29. The regional office does a composite of the returned questionnaires.

30. The regional office sends a report to the state office and back to the local schools.

31. End of Employer Survey Sub-system.

FOLLOW-UP SYSTEM
EMPLOYER SURVEY
VERTICAL LINE FLOW MODEL

1. Start employer survey. 1.
2. Employer hires vocational student(s). 2.
3. Former student(s) informs teacher. 3.
4. Teacher compiles list of employers. 4.
5. Teacher identifies employers information needs. 5.
6. Regional office reviews and revises questionnaire. 6.
7. Teacher develops questions pertinent to own program. 7.
8. Does teacher mail and receive questionnaire? If yes, continue. If no——→——8.→
9. Regional office provides teacher with questionnaires. 9. ↓
10. Teacher mails one questionnaire to each employer. 10.
11. Employer completes questionnaire. 11.
12. Teacher receive completed questionnaire from employer. 12. ↓
13. Teacher does composite of class and submits report to local administrator. 13.

↓

14. Local administrator does composite of local school and sends report to regional office. 14.

15. Regional office does composite of all programs in region. 15.

16. Regional office sends report to state and to local schools. 16.

17. Out–End of alternative one. 17.

18. Does teacher mail and not receive questionnaire? If yes, continue. If no→18.

19. Regional office provides teacher with questionnaire. 19.

20. Teacher mails one questionnaire to each employer. 20.

21. Does regional office mail and receive questionnaire? If yes, continue. If no→21.

22. Teacher sends list of all employers of students and additional questions to regional office. 22.

23. Regional office composites employers and questions. 23.

24. Regional office developes questionnaires, cover letters and other materials. 24.

25. Regional office stuffs and addresses envelopes. 25.

26. Regional office mails envelopes to employers. 26.

27. Employer returns questionnaire to regional office. 27.

28. Regional office attempts to contact employer that does not return questionnaire. 28.

29. Regional office does composite of returned questionnaire. 29.

30. Regional office sends report to state and to local schools. 30.

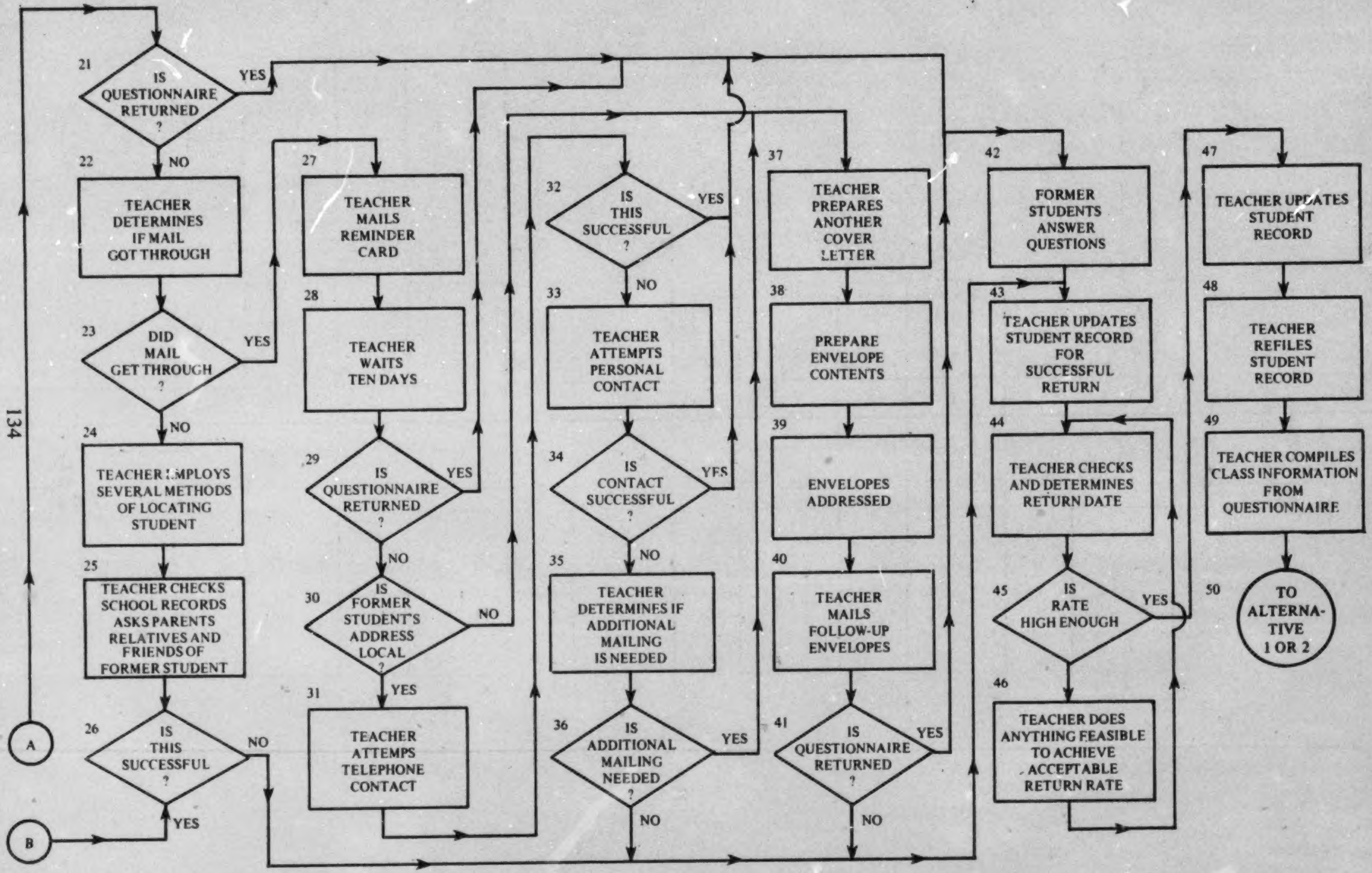
31. Out. 31.

FOLLOW-UP SYSTEM
EMPLOYER SURVEY
TASK IDENTIFICATION CHART

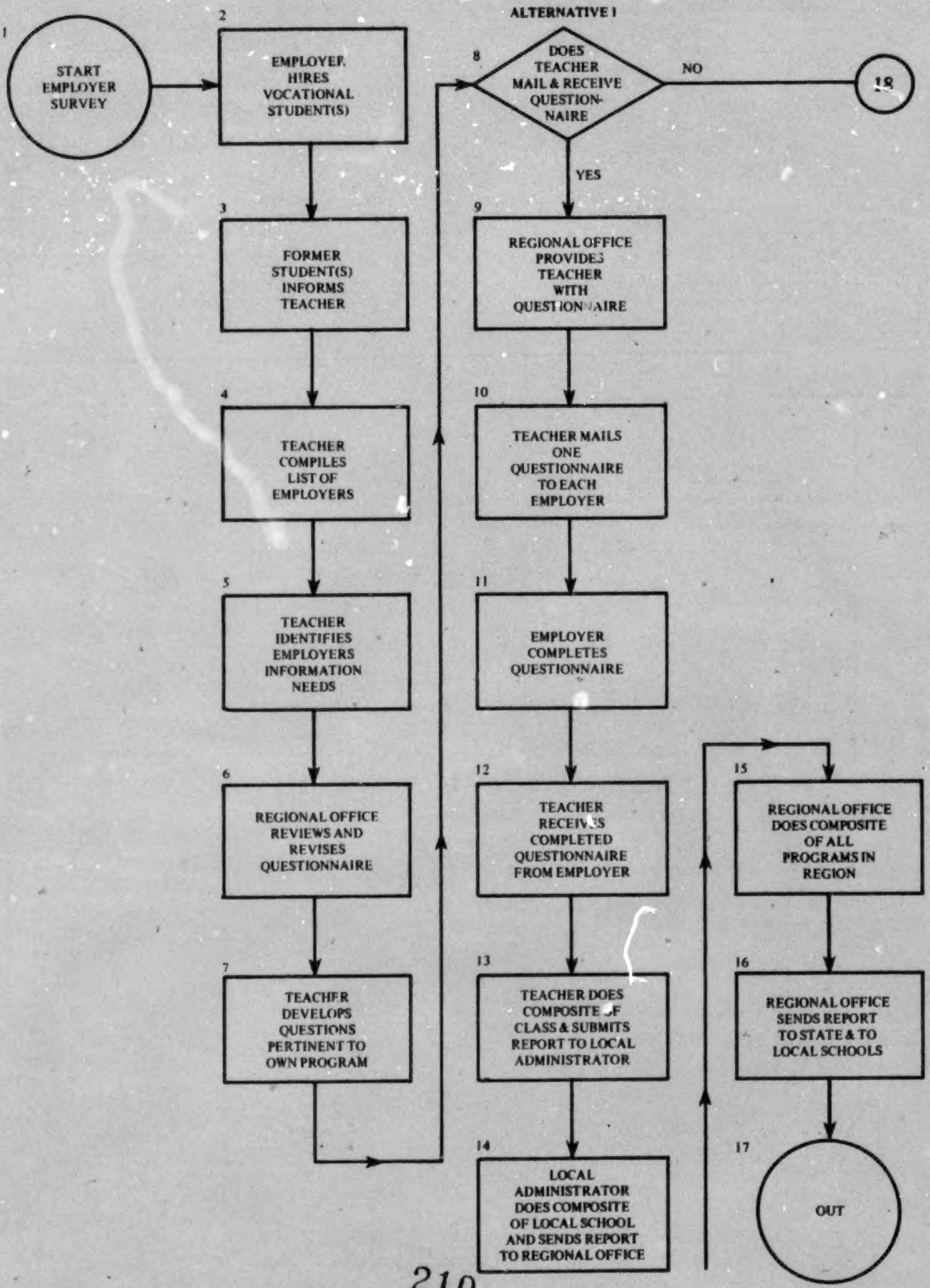
EMPLOYER:	Hires vocational student(s). Completes form. Returns questionnaire to regional office.
FORMER STUDENT(S):	Informs teacher.

TEACHER:	Compiles list of employers Identifies employers information needs. Developes questions pertinent to own program. Mails one form to each employer. Receives completed form from employer. Does composite of class and submits, report to local administrator. Mails one form to each employer. Sends list of all employers of students and additional questions to regional office.
REGIONAL OFFICE:	Reviews and revises questionnaire Provides teacher with forms. Does composite of all programs in region. Sends report to state and to local schools. Provides teacher with forms.
REGIONAL OFFICE:	Composites employers and questions. Developes questionnaires, cover letters and other materials. Stuffs and addresses envelopes. Mails envelopes to employers. Attempts to contact employer that does not return form. Does composite of returned questionnaire. Sends report to state and to local schools.
LOCAL ADMINISTRATOR:	Does composite of local school and sends report to regional office.

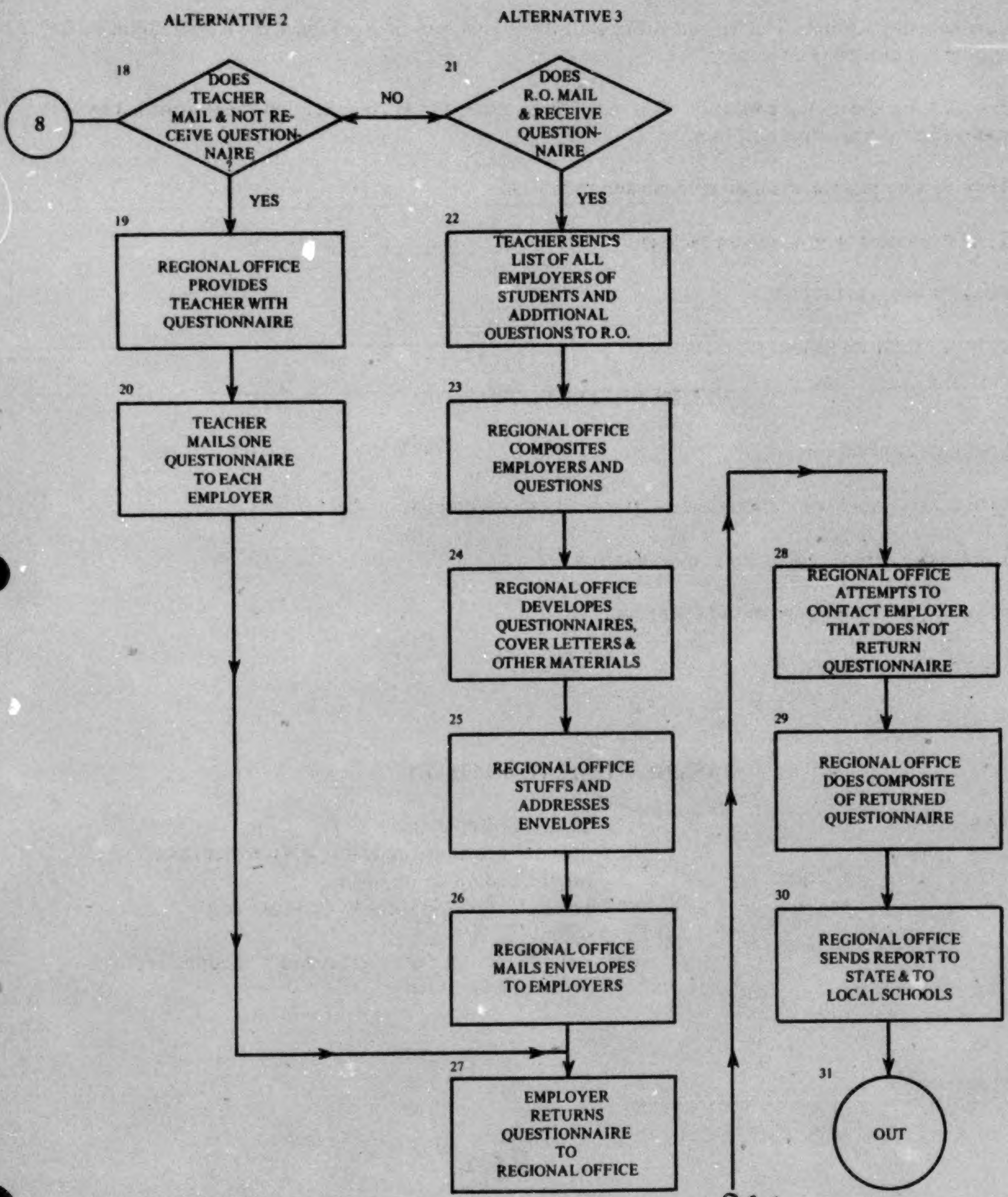
FLOW CHART MODEL
PAGE 2


21 IS QUESTIONNAIRE RETURNED ?
YES
NO
22 TEACHER DETERMINES IF MAIL GOT THROUGH
23 DID MAIL GET THROUGH ?
YES
NO
24 TEACHER EMPLOYS SEVERAL METHODS OF LOCATING STUDENT
25 TEACHER CHECKS SCHOOL RECORDS ASKS PARENTS RELATIVES AND FRIENDS OF FORMER STUDENT
26 IS THIS SUCCESSFUL ?
NO
YES
A
B
27 TEACHER MAILS REMINDER CARD
28 TEACHER WAITS TEN DAYS
29 IS QUESTIONNAIRE RETURNED ?
YES
NO
30 IS FORMER STUDENT'S ADDRESS LOCAL ?
NO
YES
31 TEACHER ATTEMPS TELEPHONE CONTACT
32 IS THIS SUCCESSFUL ?
YES
NO
33 TEACHER ATTEMPTS PERSONAL CONTACT
34 IS CONTACT SUCCESSFUL ?
YES
NO
35 TEACHER DETERMINES IF ADDITIONAL MAILING IS NEEDED
36 IS ADDITIONAL MAILING NEEDED ?
YES
NO
37 TEACHER PREPARES ANOTHER COVER LETTER
38 PREPARE ENVELOPE CONTENTS
39 ENVELOPES ADDRESSED
40 TEACHER MAILS FOLLOW-UP ENVELOPES
41 IS QUESTIONNAIRE RETURNED ?
YES
NO
42 FORMER STUDENTS ANSWER QUESTIONS
43 TEACHER UPDATES STUDENT RECORD FOR SUCCESSFUL RETURN
44 TEACHER CHECKS AND DETERMINES RETURN DATE
45 IS RATE HIGH ENOUGH
YES
46 TEACHER DOES ANYTHING FEASIBLE TO ACHIEVE ACCEPTABLE RETURN RATE
47 TEACHER UPDATES STUDENT RECORD
48 TEACHER REFILES STUDENT RECORD
49 TEACHER COMPILES CLASS INFORMATION FROM QUESTIONNAIRE
50 TO ALTERNATIVE 1 OR 2

FOLLOW-UP SYSTEM
EMPLOYER SURVEY


1
START EMPLOYER SURVEY
2
EMPLOYER HIRES VOCATIONAL STUDENT(S)
3
FORMER STUDENT(S) INFORMS TEACHER
4
TEACHER COMPILES LIST OF EMPLOYERS
5
TEACHER IDENTIFIES EMPLOYERS INFORMATION NEEDS
6
REGIONAL OFFICE REVIEWS AND REVISES QUESTIONNAIRE
7
TEACHER DEVELOPS QUESTIONS PERTINENT TO OWN PROGRAM
ALTERNATIVE I
8
DOES TEACHER MAIL & RECEIVE QUESTIONNAIRE
NO
18
YES
9
REGIONAL OFFICE PROVIDES TEACHER WITH QUESTIONNAIRE
10
TEACHER MAILS ONE QUESTIONNAIRE TO EACH EMPLOYER
11
EMPLOYER COMPLETES QUESTIONNAIRE
12
TEACHER RECEIVES COMPLETED QUESTIONNAIRE FROM EMPLOYER
13
TEACHER DOES COMPOSITE OF CLASS & SUBMITS REPORT TO LOCAL ADMINISTRATOR
14
LOCAL ADMINISTRATOR DOES COMPOSITE OF LOCAL SCHOOL AND SENDS REPORT TO REGIONAL OFFICE
15
REGIONAL OFFICE DOES COMPOSITE OF ALL PROGRAMS IN REGION
16
REGIONAL OFFICE SENDS REPORT TO STATE & TO LOCAL SCHOOLS
17
OUT

210


ALTERNATIVE 2
ALTERNATIVE 3
8
18
DOES TEACHER MAIL & NOT RECEIVE QUESTIONNAIRE ?
NO
21
DOES R.O. MAIL & RECEIVE QUESTIONNAIRE
YES
19
REGIONAL OFFICE PROVIDES TEACHER WITH QUESTIONNAIRE
YES
22
TEACHER SENDS LIST OF ALL EMPLOYERS OF STUDENTS AND ADDITIONAL QUESTIONS TO R.O.
20
TEACHER MAILS ONE QUESTIONNAIRE TO EACH EMPLOYER
23
REGIONAL OFFICE COMPOSITES EMPLOYERS AND QUESTIONS
24
REGIONAL OFFICE DEVELOPES QUESTIONNAIRES, COVER LETTERS & OTHER MATERIALS
25
REGIONAL OFFICE STUFFS AND ADDRESSES ENVELOPES
26
REGIONAL OFFICE MAILS ENVELOPES TO EMPLOYERS
27
EMPLOYER RETURNS QUESTIONNAIRE TO REGIONAL OFFICE
28
REGIONAL OFFICE ATTEMPTS TO CONTACT EMPLOYER THAT DOES NOT RETURN QUESTIONNAIRE
29
REGIONAL OFFICE DOES COMPOSITE OF RETURNED QUESTIONNAIRE
30
REGIONAL OFFICE SENDS REPORT TO STATE & TO LOCAL SCHOOLS
31
OUT

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
REGIONAL OFFICE PROCESSING PROCEDURE
NARRATIVE DESCRIPTION MODEL

1. Eliminate duplications. The regional office staff (industrial coordinator) check the school summary for duplications by program area.

2. Transfer the vocational education class roster from totals to the complication sheet provided by the state office for reporting purposes.

3. Total the compilation sheet by program and by school.

4. Total the school by program for the region.

5. Send the totals to the state.

6. The state totals all regions for processing.

VERTICAL LINE FLOW MODEL

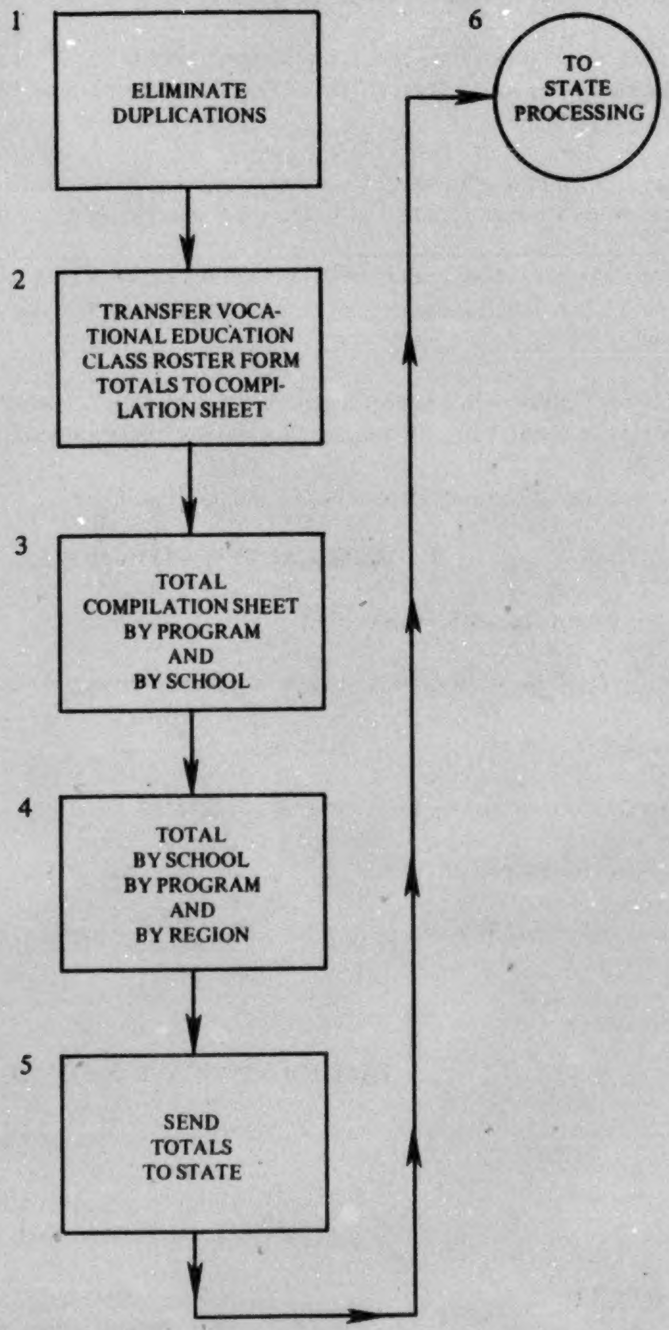
1. Eliminate duplications. 1.
2. Transfer vocational education class roster from totals to compilation sheet. 2.
3. Total compilation sheet by program and by school. 3.
4. Total by school, by program and by region. 4.
5. Send totals to state. 5.
6. To state processing. 6.

TASK IDENTIFICATION CHART

REGIONAL OFFICE:	Eliminate duplications. Transfer vocational education class roster from totals to compilation sheet. Total compilation sheet by program and by school. Total by school, by program and by region. Send totals to state.

212

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
REGIONAL OFFICE PROCESSING PROCEDURE
FLOW CHART MODEL


1
ELIMINATE DUPLICATIONS
2
TRANSFER VOCATIONAL EDUCATION CLASS ROSTER FORM TOTALS TO COMPILATION SHEET
3
TOTAL COMPILATION SHEET BY PROGRAM AND BY SCHOOL
4
TOTAL BY SCHOOL BY PROGRAM AND BY REGION
5
SEND TOTALS TO STATE
6
TO STATE PROCESSING

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE NUMBER 1, STATE SUMMARY FORM
NARRATIVE DESCRIPTION MODEL

1. From follow-up operations sub-system. This is alternative number 1 of a five alternative system for processing the information generated from the two year follow-up system.

2. The teacher completes state summary form, (vocational education class roster). This is an existing document which each teacher must complete for his or her class.

3. The teacher files questionnaire in school record. Each student has a permanent file which is matained in a designated place at the local school. All information pertinent to the student will be retained in the file.

4. The teacher forwards summary form to regional office before deadline. Each teacher will complete a class summary form and forward it to the regional office before the deadline for filing the report.

5. The regional office collects all forms. The regional office personnel will collect all class summary forms. In the event a teacher does not file the report by the deadline the regional office personnel will contact the teacher.

6. The regional office batches and forwards all completed class summary forms to state. The regional office personnel will batch all summary forms by programs, by school, and forward to state office.

7. To state office. All summaries are totaled and processed.

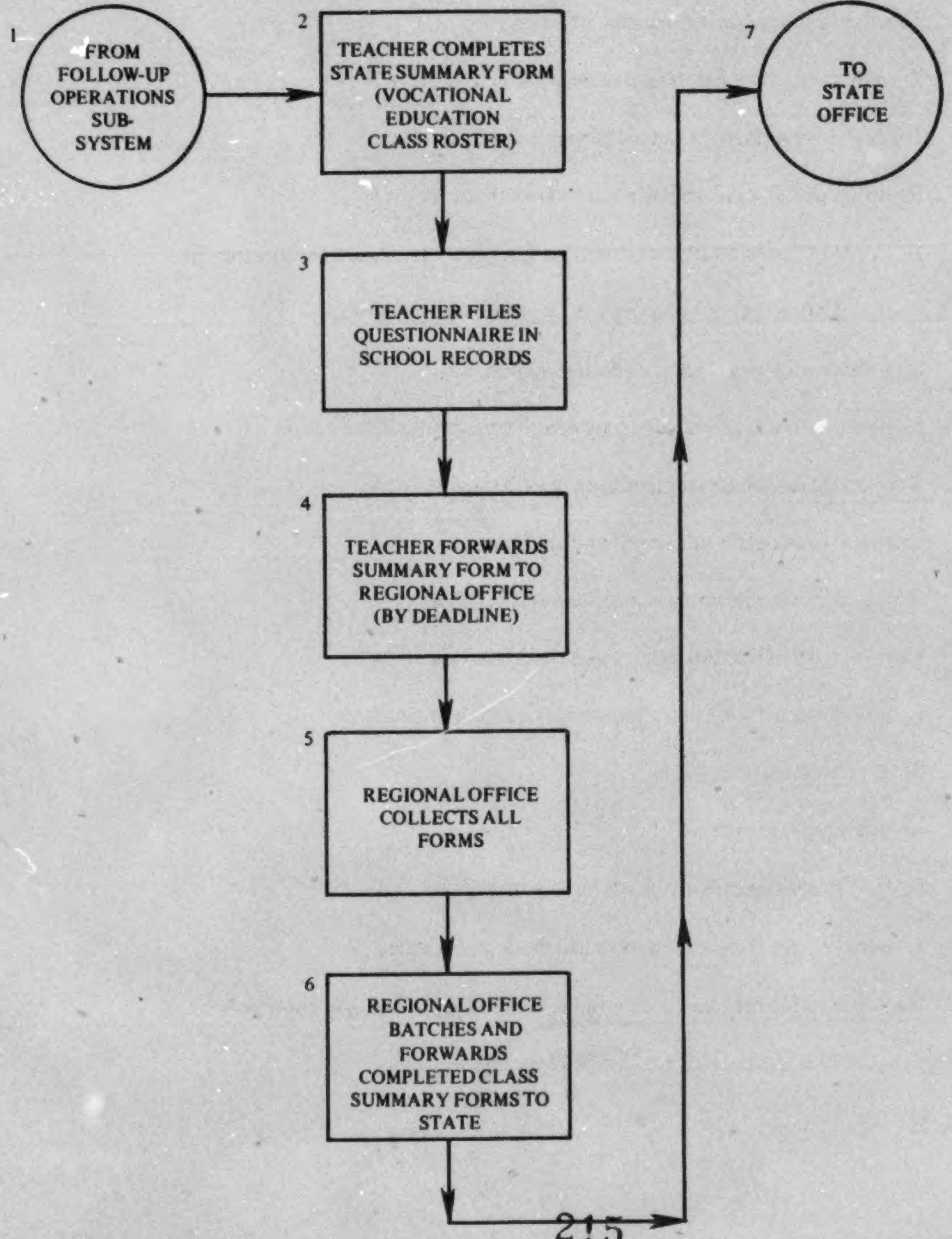
VERTICAL LINE FLOW MODEL

1. From follow-up operations sub-system. 1.
2. Teacher completes state summary form (vocational education class roster) 2.
3. Teacher files questionnaire in school records. 3.
4. Teacher forwards summary form to regional office (by deadline). 4.
5. Regional office collects all forms. 5.
6. Regional office batches and forwards completed class summary forms to state. 6.
7. To state office. 7.

TASK IDENTIFICATION CHART

TEACHER:	Completes state summary forms (vocational education class roster). Files questionnaire in school record. Forwards summary form to regional office before deadline.
REGIONAL OFFICE:	Collects all forms. Batches and forwards complete questionnaires to state.

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE I STATE SUMMARY FORM
FLOW CHART MODEL


1
FROM FOLLOW-UP OPERATIONS SUB-SYSTEM
2
TEACHER COMPLETES STATE SUMMARY FORM (VOCATIONAL EDUCATION CLASS ROSTER)
3
TEACHER FILES QUESTIONNAIRE IN SCHOOL RECORDS
4
TEACHER FORWARDS SUMMARY FORM TO REGIONAL OFFICE (BY DEADLINE)
5
REGIONAL OFFICE COLLECTS ALL FORMS
6
REGIONAL OFFICE BATCHES AND FORWARDS COMPLETED CLASS SUMMARY FORMS TO STATE
7
TO STATE OFFICE

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE NUMBER 2, COMPUTER DATA HANDLING (CARDS)
NARRATIVE DESCRIPTION MODEL

1. From follow-up operations sub-system.
2. Teacher scans questionnairs for errors.
3. Teacher batches questionnaire.
4. Teacher completes batch sheet and attaches.
5. Teacher forwards batches to regional office.
6. Regional office scans questionnaires for errors.
7. Regional office batches questionnaire for key punching and vertification.
8. Regional office has questionnaire key punched and verified.
9. Regional office has three part listing prepared.
10. Regional office receives listing, punched cards and questionnairs.
11. Regional office compares listing to questionnaire.
12. Regional office pulls all errors for punching.
13. Regional office has errors repunched and verified.
14. Regional office batches cards and questionnaires.
15. Regional office forwards computer card and listing to state.
16. State processes cards.
17. State prepares reports.
18. State forwards specified reports to regional office.
19. Regional office forwards reports to school and teachers.
20. Regional office returns questionnaire batches with listing to teacher.
21. Teacher files questionnaires in school record.
22. Out.

FOLLOW-UP SYSTEM

INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE NUMBER 2, COMPUTER DATA HANDLING (CARDS)
VERTICAL LINE FLOW MODEL

1. From follow-up operations sub-system 1.

2. Teacher scand questionnaire for errors. 2.

3. Teacher batches questionnaires. 3.

4. Teacher completes batch sheet and attaches. 4.

5. Teacher forwards batches to regional office. 5.

6. Regional office scans questionnaires for errors. 6.

7. Regional office batches questionnaires for key punching and verification. 7.

8. Regional office has questionnaires key punched and verified. 8.

9. Regional office has three part listing prepared. 9.

10. Regional office receives listing, punched cards and questionnaires. 10.

11. Regional office compares listing to questionnaires. 11.

12. Regional office pulls all errors for punching. 12.

13. Regional office has errors repunched and verified. 13.

14. Regional office batches cards and questionnaires. 14.

15. Regional forwards computer card and listing to state. 15.

16. State processes cards. 16.

17. State prepares reports. 17.

18. State forwards specified reports to regional office. 18.

19. Regional office forwards reports to school and teachers. 19.

20. Regional office returns questionnaire batches with listing to teacher. 20.

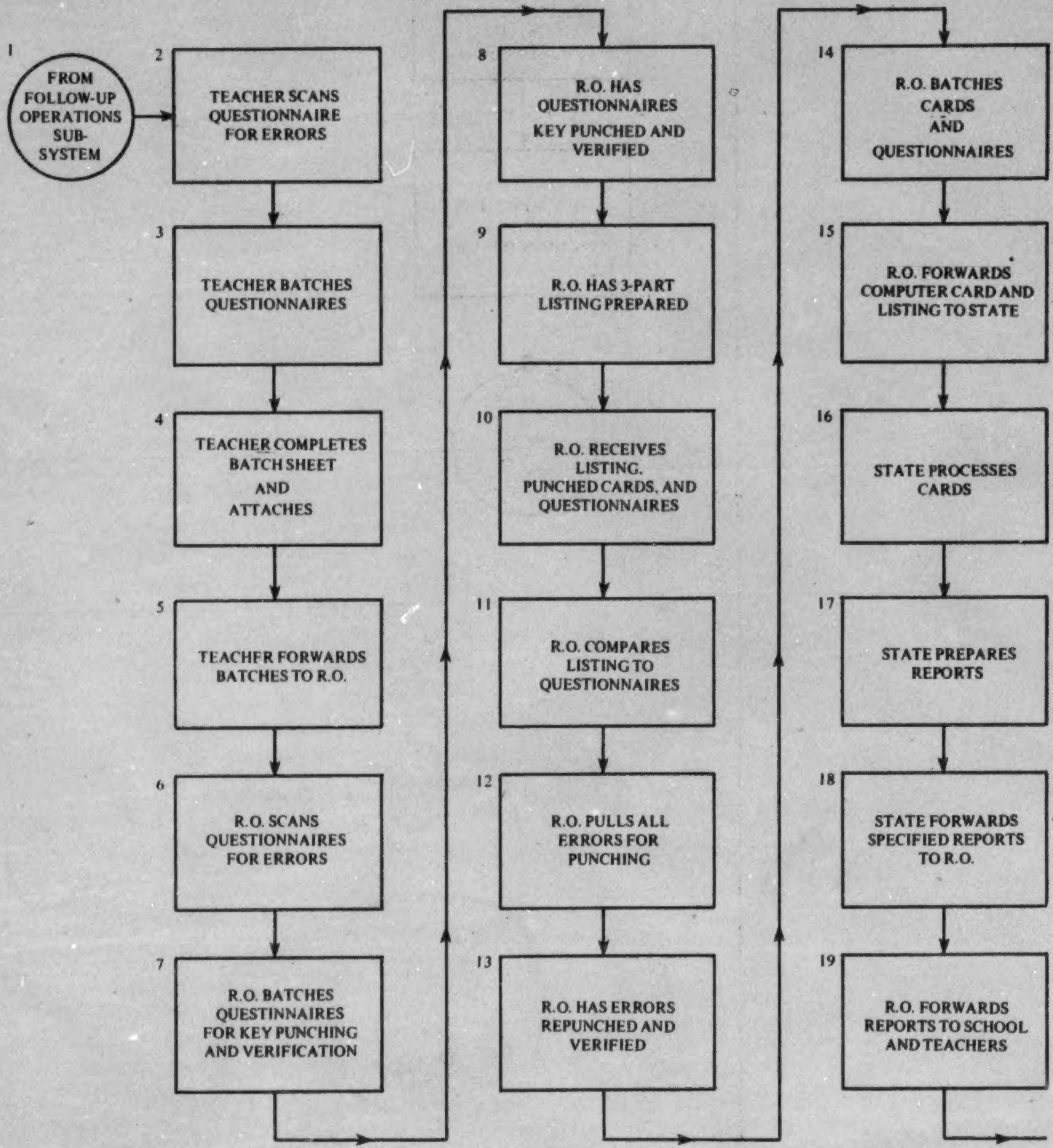
21. Teacher files questionnaires in school records. 21.

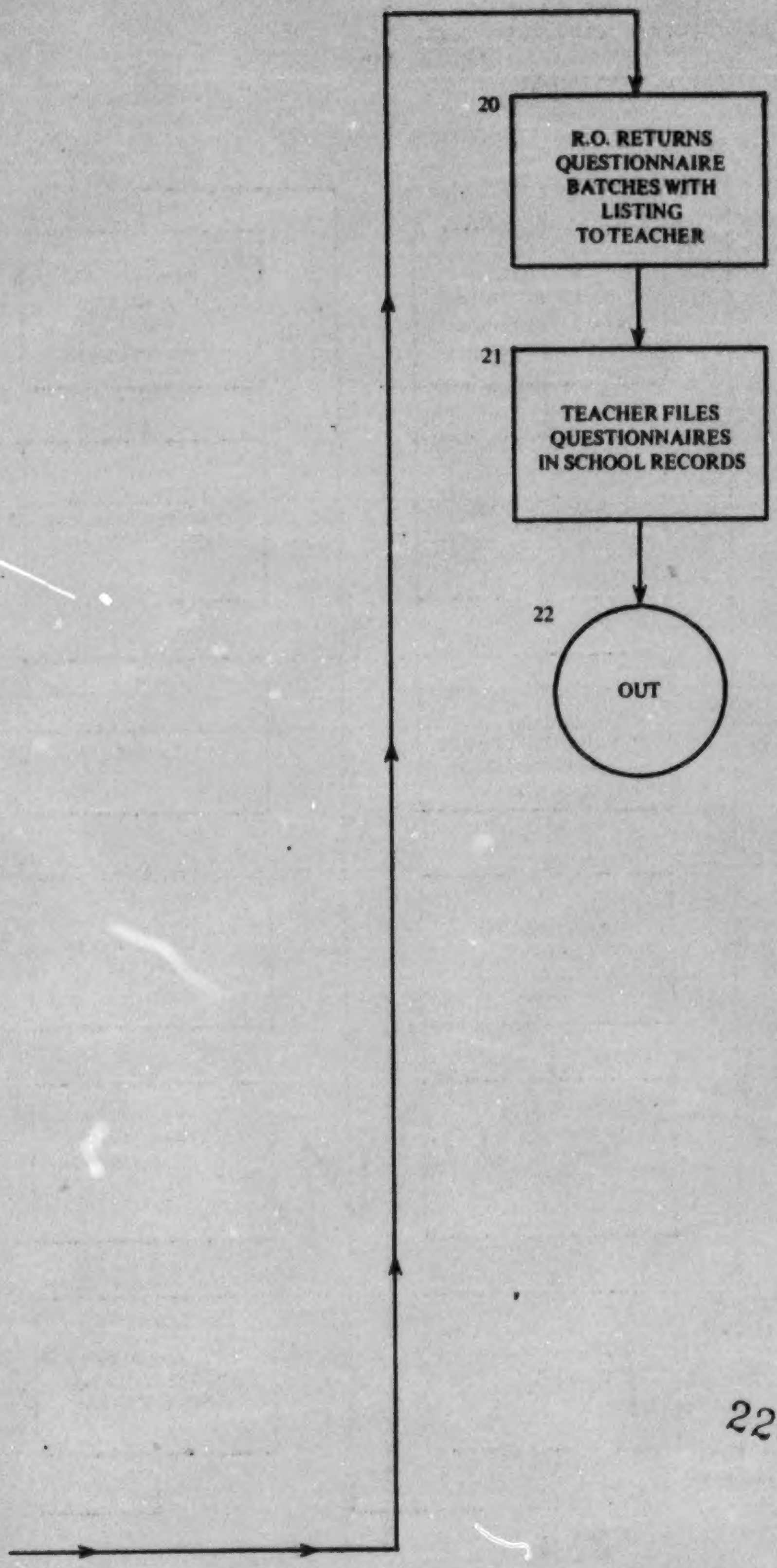
22. Out. 22.

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE NUMBER 2, COMPUTER DATA HANDLING (CARDS)
TASK IDENTIFICATION CHART

TEACHER:	Scans questionnaire for errors.
	Batches questionnaires.
	Completes batch sheet and attaches.
	Forwards batches to regional office.
	Files questionnaires in school records.
REGIONAL OFFICE:	Scans questionnaires for errors.
	Batches questionnaires for key punching and verification.
	Has questionnaires key punched and verified.
	Has three part listing prepared.
	Receives listing, punched cards and questionnaires.
	Compares listing to questionnairs.
	Pulls all errors for punching.
	Has errors repunched and verified.
	Batches cards and questionnaires.
	Forwards computer card and listing to state.
	Forwards reports to school and teachers.
	Returns questionnaire batches with listing to teacher.
STATE:	Processes cards.
	Prepares reports.
	Forwards specified reports to regional office.

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE 2 COMPUTER DATA HANDLING (CARDS)
FLOW CHART MODEL


1
FROM FOLLOW-UP OPERATIONS SUB-SYSTEM
2
TEACHER SCANS QUESTIONNAIRE FOR ERRORS
3
TEACHER BATCHES QUESTIONNAIRES
4
TEACHER COMPLETES BATCH SHEET AND ATTACHES
5
TEACHER FORWARDS BATCHES TO R.O.
6
R.O. SCANS QUESTIONNAIRES FOR ERRORS
7
R.O. BATCHES QUESTINNAIRES FOR KEY PUNCHING AND VERIFICATION
8
R.O. HAS QUESTIONNAIRES KEY PUNCHED AND VERIFIED
9
R.O. HAS 3-PART LISTING PREPARED
10
R.O. RECEIVES LISTING, PUNCHED CARDS, AND QUESTIONNAIRES
11
R.O. COMPARES LISTING TO QUESTIONNAIRES
12
R.O. PULLS ALL ERRORS FOR PUNCHING
13
R.O. HAS ERRORS REPUNCHED AND VERIFIED
14
R.O. BATCHES CARDS AND QUESTIONNAIRES
15
R.O. FORWARDS COMPUTER CARD AND LISTING TO STATE
16
STATE PROCESSES CARDS
17
STATE PREPARES REPORTS
18
STATE FORWARDS SPECIFIED REPORTS TO R.O.
19
R.O. FORWARDS REPORTS TO SCHOOL AND TEACHERS


20
R.O. RETURNS QUESTIONNAIRE BATCHES WITH LISTING TO TEACHER
21
TEACHER FILES QUESTIONNAIRES IN SCHOOL RECORDS
22
OUT

220

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE NUMBER 3, COMPUTER INTERACTIVE TERMINAL
NARRATIVE DESCRIPTION MODEL

1. From follow-up operations sub-system.
2. Teacher scans questionnaires for errors.
3. Teacher batches questionnaires.
4. Teacher completes batch sheet and attaches.
5. Teacher forwards batches to regional office.
6. Regional office scans questionnaires for errors.
7. Regional office batches questionnaires for entry and verification.
8. Regional office has questionnaires entered and verified in computer.
9. Regional office calls up listing.
10. Regional office compares listing to questionnaires.
11. Regional office pulls all errors for re-entry.
12. Regional office has errors re-entered and verified.
13. Regional office sends "complete" message to state.
14. State processes data.
15. State prepares reports.
16. State forwards specified reports to regional office.
17. Regional office forwards reports to school and teachers.
18. Regional office returns questionnaires batches with listing to teacher.
19. Teacher files questionnaires in school records.
20. Out.

VERTICAL LINE FLOW MODEL

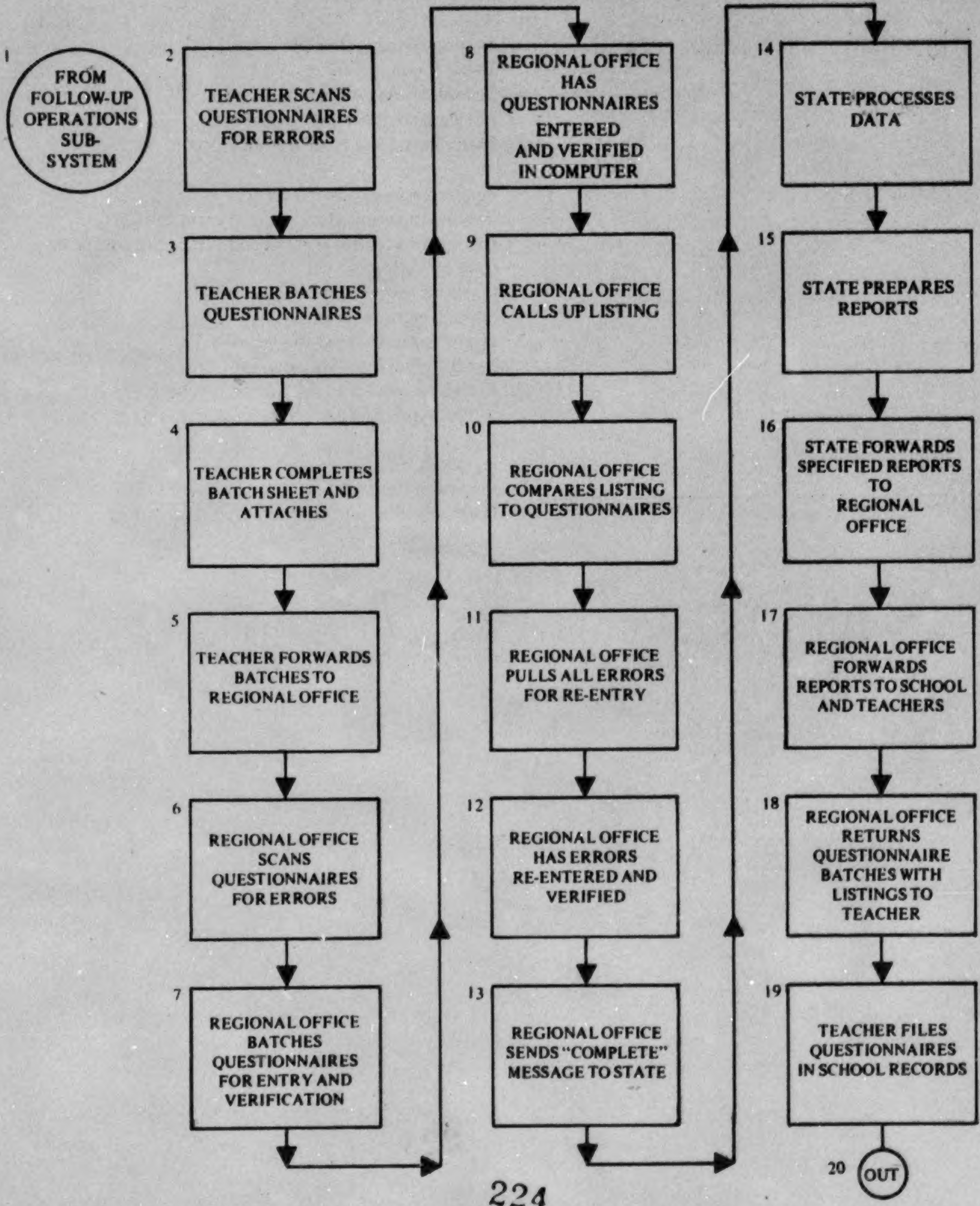
1. From follow-up operations sub-system. 1.
2. Teacher scans questionnaires for errors. 2.
3. Teacher batches questionnaires. 3.
4. Teacher completes batch sheet and attaches. 4.
5. Teacher forwards batches to regional office. 5.
6. Regional office scans questionnaire for errors. 6.
7. Regional office batches questionnaires for entry and verification. 7.
8. Regional office has questionnaires entered and verified in computer. 8.
9. Regional office calls up listing. 9.
10. Regional office compares listing to questionnaires. 10.
11. Regional office pulls all errors for re-entry. 11.
12. Regional office has errors re-entered and verified. 12.
13. Regional office sends "complete" message to state. 13.
14. State process data. 14.
15. State prepares reports. 15.
16. State forwards specified reports to regional office. 16.
17. Regional office forwards reports to school and teachers. 17.
18. Regional office returns questionnaire batches with listing to teacher. 18.
19. Teacher files questionnaires in school records. 19.
20. Out. 20.

222

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE NUMBER 3, COMPUTER INTERACTIVE TERMINAL
TASK IDENTIFICATION CHART

TEACHER:	Scans questionnaires for errors. Batches questionnaires. Completes batch sheet and attaches. Forwards batches to regional office. Files questionnaires in school records.
REGIONAL OFFICE:	Scans questionnaire for errors. Batches questionnaires for entry and verification. Has questionnaires entered and verified in computer. Calls up listing. Compres listing to questionnaires. Pulls all errors to re-entry. Has errors re-entered and verified. Sends "complete" message to state. Forwards reports to school and teachers. Returns questionnaire batches with listing to teacher.
STATE:	Process data. Prepares reports. Forwards specified reports to regional office.

FOLLOW-UP SYSTEM
INFORMATION PROCESSION SUB-SYSTEM
ALTERNATIVE 3, COMPUTER INTERACTIVE TERMINAL


1 FROM FOLLOW-UP OPERATIONS SUB-SYSTEM
2 TEACHER SCANS QUESTIONNAIRES FOR ERRORS
3 TEACHER BATCHES QUESTIONNAIRES
4 TEACHER COMPLETES BATCH SHEET AND ATTACHES
5 TEACHER FORWARDS BATCHES TO REGIONAL OFFICE
6 REGIONAL OFFICE SCANS QUESTIONNAIRES FOR ERRORS
7 REGIONAL OFFICE BATCHES QUESTIONNAIRES FOR ENTRY AND VERIFICATION
8 REGIONAL OFFICE HAS QUESTIONNAIRES ENTERED AND VERIFIED IN COMPUTER
9 REGIONAL OFFICE CALLS UP LISTING
10 REGIONAL OFFICE COMPARES LISTING TO QUESTIONNAIRES
11 REGIONAL OFFICE PULLS ALL ERRORS FOR RE-ENTRY
12 REGIONAL OFFICE HAS ERRORS RE-ENTERED AND VERIFIED
13 REGIONAL OFFICE SENDS "COMPLETE" MESSAGE TO STATE
14 STATE PROCESSES DATA
15 STATE PREPARES REPORTS
16 STATE FORWARDS SPECIFIED REPORTS TO REGIONAL OFFICE
17 REGIONAL OFFICE FORWARDS REPORTS TO SCHOOL AND TEACHERS
18 REGIONAL OFFICE RETURNS QUESTIONNAIRE BATCHES WITH LISTINGS TO TEACHER
19 TEACHER FILES QUESTIONNAIRES IN SCHOOL RECORDS
20 OUT

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE NUMBER 4, REGIONAL OFFICE DATA TOTALING
NARRATIVE DESCRIPTION MODEL

1. From follow-up system operations sub-system.
2. The teacher completes the state summary form. The currently utilized vocational education class roster suffices for the summary form.
3. The teacher files the completed questionnaire in the student's permanent record at the local school.
4. The teacher sends the summary form to the regional office prior to the deadline.
5. The regional office collects all the summary forms.
6. The regional office staff eliminates duplication of questionnaires.
7. The regional office transfers the vocational education class roster from totals to a compliation sheet.
8. The regional office totals compilation sheet by program and by school.
9. The regional office totals schools by program area for the local region.
10. The regional office sends the totals to the state office.
11. To the state office. The state personnel does state totals.

VERTICAL LINE FLOW MODEL

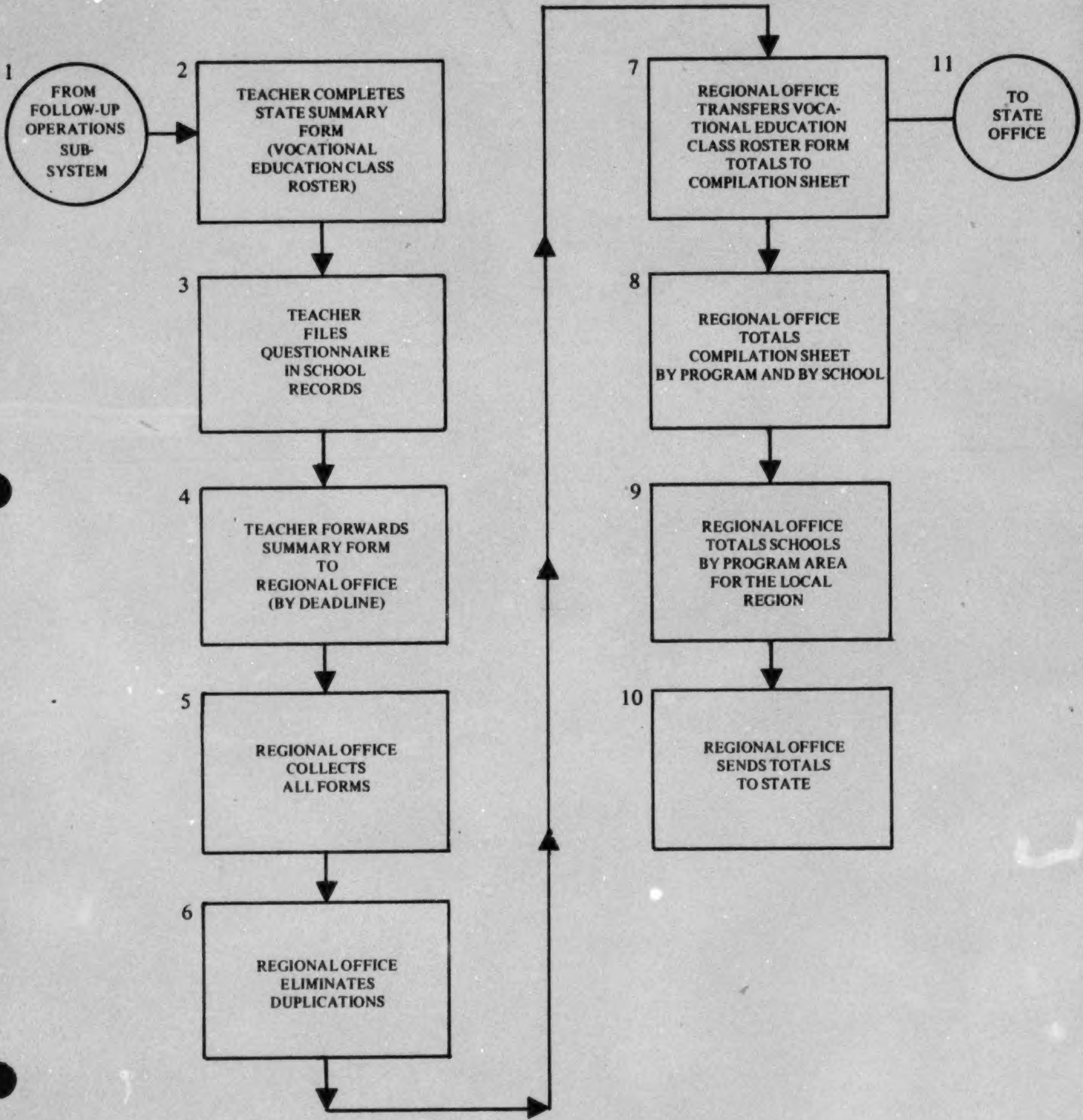
1.	From follow-up operations sub-system.	1.
2.	Teacher completes state summary form. (vocational education class roster).	2.
3.	Teacher files questionnaires in school records.	3.
4.	Teacher forwards summary form to regional office. (by deadline).	4.
5.	Regional office collects all forms.	5.
6.	Regional office eliminates duplications.	6.
7.	Regional office transfers vocational education class roster from totals to compilation sheet.	7.
8.	Regional office totals compilation sheet by program and by school.	8.
9.	Regional office totals schools by program area for the local region.	9.
10.	Regional office sends totals to state.	10.
11.	To state office.	11.

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE NUMBER 4, REGIONAL OFFICE DATA TOTALING
TASK IDENTIFICATION CHART

TEACHER:	Completes state summary form (vocational education class roster). Files questionnaires in school records. Forwards summary form to regional office (by deadline).
REGIONAL OFFICE::	Collects all forms. Eliminates duplications. Transfers vocational education class roster form totals to compilation sheet. Totals compilation sheet by program and by school. Totals schools by program area for the local region. Sends totals to state.

226

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE 4, REGIONAL OFFICE DATA TOTALING
FLOW CHART MODEL


1
FROM FOLLOW-UP OPERATIONS SUB-SYSTEM
2
TEACHER COMPLETES STATE SUMMARY FORM (VOCATIONAL EDUCATION CLASS ROSTER)
3
TEACHER FILES QUESTIONNAIRE IN SCHOOL RECORDS
4
TEACHER FORWARDS SUMMARY FORM TO REGIONAL OFFICE (BY DEADLINE)
5
REGIONAL OFFICE COLLECTS ALL FORMS
6
REGIONAL OFFICE ELIMINATES DUPLICATIONS
7
REGIONAL OFFICE TRANSFERS VOCATIONAL EDUCATION CLASS ROSTER FORM TOTALS TO COMPILATION SHEET
8
REGIONAL OFFICE TOTALS COMPILATION SHEET BY PROGRAM AND BY SCHOOL
9
REGIONAL OFFICE TOTALS SCHOOLS BY PROGRAM AREA FOR THE LOCAL REGION
10
REGIONAL OFFICE SENDS TOTALS TO STATE
11
TO STATE OFFICE

PART IV
WORK READINESS PROGRAM
Sample Material

WORK READINESS PROGRAM

An instructional program of this type is essential to the employability of all vocational students. Every student must have the ability to sell himself in today's highly competitive job market. Without this ability, the attainment of a high degree of skill proficiency may prove to be futile.

The study of how to get a job will provide for a smooth transition from school to employment. Many students have in the past found the transition to be extremely traumatic, and many times resulting in the students becoming discourages and accepting a job not at all consistent with his or her interests and ability. The area of keeping a job will provide the student with an insight into what will be expected by the employer.

Most secondary students have had very little or no experience in job seeking, thus this program may be their first experience at what job seeking and employment is really like. Many post-secondary and adult vocational students have encountered negative experiences in the area of obtaining and retaining employment. Exposure to this program will provide in many cases the first correct approach to employment success for these students.

Purpose

The purpose of this program is to provide a formal pre-employment program for vocational students preparing to leave the program and enter the labor market. All subjects covered in this program will be directly pertinent to the success of the student after leaving school. All subjects included in this program are designed to provide a "hands-on" experience in areas where many students are totally void of knowledge and experience, thus this service should enhance their employability.

OBJECTIVES OF THE WORK READINESS PROGRAMS

Overall Objective

Given specific procedures to follow for finding and applying for a job, the student will be able to present himself so favorably as an applicant that he or she will be employed.

Objectives

1. Upon completion of the instructional program, the student will be able to identify and know where to obtain all documents needed prior to seeking employment.

2. Upon completion of the instructional program, the student will know the format and the content of a resume and will have prepared one sufficient for submission to any potential employer.

3. Upon completion of the instructional program, the student will be able to provide names and descriptions of all sources of employment information job leads available to him.

4. Upon completion of the instructional program, the student will be able to demonstrate communication skills to a degree acceptable by the average employer.

5. Upon completion of the instructional program, the student will be able to demonstrate the ability to complete an application for employment in a manner sufficient to instill a positive impression on the employer.

6. Upon completion of the instructional program, the student will be able to demonstrate a degree of dress and manners as demonstrated to be acceptable by employers in the area.

7. Upon completion of the instructional program, the student will be able to describe what the employer expects the first day on the job.

8. Upon completion of the instructional program, the student will be able to identify ways of diverting problem situations involving co-workers.

9. Upon completion of the instructional program, the student will have been exposed to both simulated and real interviews with real employers.

10. Upon completion of the instructional program, the student will be able to identify and describe paycheck deductions.

Job Clinic

The job clinic format has been developed with sufficient flexibility to enable each local school staff to develop and present its own program. Four basic approaches have been designed for presenting a comprehensive and properly oriented job clinic. The choice of one of these systems or a modified version of the system is an option the local school placement and follow-up representative and the local school staff must make. The regional industrial coordinator and the placement and follow-up project director are available and will assist the local school staff in development of the job clinic.

Present plans are for the local placement and follow-up representative and the local staff to design, plan and implement the job clinic program in their individual school. This approach allows the greater involvement for the local school staff in implementation of the total Placement and Follow-up Program.

The suggested optional strategies for implementation are seminar method, modified seminar method, competency based method and team teaching method.

Seminar Method: This method involves assembling all existing students in a controlled environment with a pre-planned agenda for presentation of the job clinic program. Implementation of this method involves scheduling quest speakers, film presentations, etc., throughout the program duration.

Modified Seminar: This method consists of dividing the group of exiting students into sub-groups. Each sub-group concentrates on one specific topic pertinent to employability. Each sub-group rotates through each phase of the program until all are completed.

Competency Based: The competency based method involves incorporating the job clinic objectives and activities into the existing curriculum. Utilization of this method will permit each student to demonstrate each competency as an assignment in a regular class. Prior to the student's exit date, small group counseling sessions may be conducted for the purpose of preparing a portfolio for each student.

Team Teaching: The team teaching method necessitates involvement of entire vocational education teaching staff. Implementation of this method provides for each teacher to conduct sessions of employability skills relative to his or her educational area. Examples of this system are that the Business and Office teacher conducts sessions on applications and resumes, while the Home Economics teacher conducts sessions on personal grooming.

Suggested Outline for Job Clinic

I. Orientation to the Job Clinic Program

- A. Purpose
- B. Objectives
  - 1. Global
  - 2. Behavioral

II. Prerequisites to obtaining employment

- A. Birth Certificate
- B. School Record
- C. Work Permit (under 18 years)
- D. Health Record
- E. Social Security Card
  - 1. What it is
  - 2. Where to get one
  - 3. What to do with it
  - 4. What it means
- F. Official license or certificate

III. The Resume

- A. Format
- B. Contents
  - 1. Personal data
  - 2. Education History
  - 3. Work History
  - a. employers
  - b. dates
  - c. jobs held
- C. References
  - 1. Selection of references
  - 2. How to secure references

IV. How to locate potential employer
- A. Job Placement assistance service
  - 1. Teacher
  - 2. Counselor
  - 3. Principal or other personnel
- A. State Employment Agency
- B. Newspaper
- C. Friends and relatives
- D. Private Employment agencies

231

V. Making the initial contact

- A. How to address the employer over the telephone
- B. How to write a letter of response to an ad
- C. How to make a successful personal call

VI. The Application

- A. How to obtain
- B. How to complete
- C. How to submit

VII. The Interview

- A. Proper manners
- B. Proper dress
- C. Punctuality
- D. Communication Techniques

VIII. The First Day on the Job

- A. What to expect
- B. How to meet co-workers

IX. How to Hold the Job

- A. Punctuality
- B. Adhere to standard policies
- C. Respect lines of authority
- D. Getting along with co-workers

X. The First Paycheck

- A. Deductions
  - 1. F.I.C.A.
  - 2. Insurance
  - 3. Tax
    - a. Federal Income
    - b. State Income
    - c. Local Employment or Payroll Tax

XI. Banking Process

- A. How to open a checking account

232

JOB PLACEMENT CLINIC EVALUATION

SCHOOL________________________________DATE____________________ PLACEMENT SP.______________

CLINIC WAS:	CLINICS:	YES	NO
1. ______Too long	8. Should be held in school	_____	_____
2.______ Too short	9. Should be conducted by classroom teachers	_____	_____
3.______ About right	10. Should be conducted before students leave school	_____	_____

INFORMATION WAS:

4. ______ Helpful
5. ______Most helpful
6.______ Not helpful
7.______ Useless

What other areas could have been covered____

____

____

11. Do you want help from the Placement Specialist in finding a job ______________________________

____

12. Have you tried to find a job:

______ By phoning companies
______ By filing out applications
______ By going for job interviews
______ By contacting friends, relatives or people who are working

13. Are you working now ____

233

JOB CLINIC

Competency Check Sheet

STUDENT NAME ______________________________

VOCATIONAL PROGRAM ______________________________

TOPIC ______________________________

	COMPETENCY VERIFIED	
	Yes	No
Birth Certificate	—	—
School Record	—	—
Work Permit	—	—
Health Record	—	—
Social Security	—	—
1. What is it	—	—
2. Where to get one	—	—
3. What to do with it	—	—
4. What it means	—	—
Official License or Certificate	—	—
Resume Content	—	—
1. Personel date	—	—
2. Education history	—	—
3. Work history	—	—
a. employers (past)	—	—
b. dates	—	—
c. jobs held	—	—
References	—	—
1. Selection of references	—	—
2. How to secure references	—	—
How to Locate Potential Employers	—	—
Job Placement Assistance Service	—	—
1. Leads from the teacher	—	—
2. Leads from the counselor	—	—
3. Leads from the principal	—	—
Understanding of the State Employment Service	—	—
Job Leads from Friends and Relatives	—	—

TOPIC	COMPETENCY VERIFIED	
	Yes	No
Private Employment Agencies	—	—
How to Make the Initial Contact	—	—
1. How to address the employer over the telephone	—	—
2. How to write a letter of response to an ad	—	—
3. How to make a successful personal call	—	—
How and Where to Obtain an Application	—	—
How to Complete an Application	—	—
How to Submit an Application	—	—
Proper Interview Manners	—	—
Proper Interview Dress	—	—
Punctuality	—	—
Communications Techniques	—	—
What to Expect the First Day on the Job	—	—
Co-worker Relationship	—	—
Holding the Job	—	—
1. Punctuality, why the employer demands it	—	—
2. Purpose for adhering to standards and policies	—	—
3. Reason for lines of authority	—	—
Paycheck Deductions	—	—
1. F.I.C.A.	—	—
2. Insurance	—	—
3. Tax	—	—
a. federal income	—	—
b. state income	—	—
c. local employment or payroll tax	—	—
4. Banking process	—	—
a. How to open a checking account	—	—
b. How to open a savings account	—	—
c. How to borrow money	—	—

Example

HOW TO FIND THE JOB OPENING AND GET THE INTERVIEW

To get an interview for a job, you must first find out where there are job available. There are several ways to locate job openings.

1. Check the "want-ads" of your local newspaper every day.
2. Place a "situation wanted" ad in your local paper (or trade journal if your job is part of a trade which publishes a journal).
3. Check the civil services openings list in the State Employment Service office. Listings for Federal, State, County and City jobs can be found there. Post offices and city halls also have lists of civil service jobs.
4. Register with your local state employment service. They have lists of open jobs, and they also offer expert vocational guidance.
5. Register with a private employment agency (but remember to ask about the payment and amout of their fees); sometimes you pay, sometimes the employer pays.
6. Look in your local telephone directory for the names of companies which employ people who do your kind of work. Then call or visit their personnel departments to fill out an application. Even if there is not job open for you today, they will keep your application in case a job does, become available.
7. Ask your family, friends and business associates to keep their ears open about possible jobs.
8. Check bulletin boards in supermarkets and other public places.
9. Organizations of religious and nationally groups often have openings. Call your place of workship, the YMCA, YWCA and community center.
10. Students, register in the guidance office or placement office in your school. Make an appointment to discuss your career possibilities with a counselor. Be sure to check the job openings on their boards.

Once you've found a job opening, the next step to follow is getting an. . .interview. To make an appointment for a personal interview, you can call on the telephone: "I am calling in reference to the. . .job that I read about. . .(where). I'd like to make an appointment for an interview.

Example

AT THE INTERVIEW

Answer completely all questions on the written application form. Remember that accurate spelling and good penmanship are important.

Ask for a specific job or type of work. You probably should avoid saying, "I'll take anything." Be flexible and willing, but indicate preference.

Stress your qualifications for the job and your interest in it. Give the information requested. Let the interviewer take the lead in conversation.

Pick up clues given you by the interviewer's questions or statements and use them to convince him that you fit his requirements.

Have your papers arranged for easy reference.

Avoid mention of your personal, domestic and financial problems, but respond honestly and candidly to questions. Discuss only matters related to the job.

Watch personal mannerisms: gum chewing, smoking, fiddling with purse or jingling coins in pocket–these are a few things not to do. Try to relax.

Have a definite understanding as to what is required of you before you are hired. This will avoid disappointment for you and your employer.

Be realistic in discussing wages.

Be ready to go to work, if you are asked, but show concern about giving notice to your present employer. Your prospective employer will respect you for this.

Keep up your courage if the employer doesn't tak you.

Example

HOW TO PREPARE FOR THE JOB APPLICATION AND INTERVIEW

Many times when you first apply for a job, you will be asked some questions and required to fill out an application. To be able to fill out the application correctly and to answer questions the best way possible, you should prepare yourself beforehand. You can do this by:

1. Getting sample applications from several companies to find out what kind of information they all tend to ask. Write this information down and keep it with you when you go to apply for a job.

2. Making a Personal Job Inventory to use in filling out applications, writing letters of application, resumes, and during the interview itself, in answering the questions correctly and quickly. The inventory list should include:

   a. Your complete name, address and phone number.
   b. Your social security number.
   c. Whether you are married or single; the number of children you have, their ages.
   d. Where you were born, your birthdate.
   e. What you are looking for in a job.
   f. Work experience: the names of companies you have worked for; your job at each company, why you left your job and when you started and ended each job. Account for significant lengths of time when you were not working due to illness, injury, jail or travel.
   g. Your summer and part-time jobs.
   h. Your education.
   i. Your clerical skills of knowledge or business machines, sales ability, etc.
   j. Your hobbies.
   k. Organizations to which you belong.
   l. The names, addresses and phone numbers of three people who have agreed to be references for you.
   m. Languages you know, native language, foreign languages; state the level of your ability to read, write and speak.

238

Example
SUGGESTIONS FOR FILLING OUT AN APPLICATION FORM

1. Obtain two copies, if possible, so one may be used as a rough draft and file copy.

2. Read form carefully.

3. Be sure you follow directions. Notice if the directions are to print or write, last name first, etc.

4. Fill out the application form in ink – or use a typewriter.

5. When you write or sign your name on the application, use your correct name – not a "nickname."

6. Answer every question that applies to you. If a question does not apply, you may write "NA," meaning not applicable, or draw a ling through the space to show that you did not overlook this question.

7. Be as neat as possible. (The employer expects that your application will be an example of your best work).

8. Be sure every item is accurately and clearly stated.

9. Give your complete address, including your zip code.

10. The question on marital status simply means whether you are single, married, separates, divorced or widowed.

11. Spell correctly. (If you aren't sure about how to speel a word, try to use another work with the same meaning).

12. A question on job preference or "job for which you are applying," should be answered with a specific job title or type of work. Do not write "anything" – employers expect you to state what kind of work you can do.

13. The question on place of birth means the city and state in which your were born–not the name of the hospital.

14. Try to have in mind all of the schools you have attended and the dates of your attendance. (If there are several, it is a good idea to write them down before you apply for a job).

15. Be prepared to list several good references. You should ask permission of those you plan to list. Some good references may include the preacher of your church, a teacher who knows you well, friends who are established in business.

16. Submit the application unfolded, unwrinkled and free from finger marks.

17. When returning by mail, include a letter of explanation, fold properly and insert in an appropriate size envelope.

Taken from *Exploring Careers*

University of Kentucky

239

PART V
REGIONAL IMPLEMENTATION PLAN

REGIONAL IMPLEMENTATION PLAN

Vocational educators in Kentucky are cognizant of the needs for standarization and alignment of student data and of student services by school, by region and eventually on a state-wide basis. A system has been developed and field-tested in Vocational Education Region Four, to provide for standarization of student data in the areas of former student placement and follow-up.

This system can provide the guidelines for standardizing the methods of generating former student information and employer information for each vocational region in Kentucky. By utilizing standard procedure throughout Kentucky, all information will be consistent, thus providing for uniformity in reports submitted to regulatory agencies.

The Placement and Follow-up Model will be made available for implementation in other vocational education regions in Kentucky. The plan utilized during the field-test in Region Four will be provided for those regions preparing to implement the system.

When vocational education in Kentucky has fully implemented a standarized procedure for generating placement and follow-up information, student services will be improved, reports will be more relevent, and programs will have information to use for future planning purposes. In essence, the development of a state-wide placement and follow-up system will provide for a more efficient and effective student service and data processing procedure.

OBJECTIVES OF THE REGIONAL IMPLEMENTATION PLAN

1. To provide a document designed to serve as a guide for implementing the Placement and Follow-up System in additional vocational education regions.

2. To provide vocational education personnel in the additional regions with examples of materials field-tested in the Region Four Placement and Follow-up System implementation.

3. To provide a step-by-step procedure as derived from the field-test for implementing a regional Placement and Follow-up System

PLACEMENT AND FOLLOW-UP SYSTEM
RESPONSIBILITY CHART

CODE

X = Direct Responsibility
O = Involvement

POSITION

RESPONSIBILITY	Regional Director	Project Director	Industrial Coordinator	Regional Program Coordinator	Regional Business Manager	Project Monitor	Local District Superintendent	High School Principal	High School Counselor	Voc. Ed. Area Center Coordinator	State Voc. Tech. Sch. Principal	Vocational Teacher	Placement & Follow-Up Secretary	High School Secretary	Area Voc. Center Secretary	Regional Review Committee	Bureau Personnel	Contacted Consultants	State Voc. Tech. Sch. Counselor
Project Proposal	X					X											X	O	
Needs Assessment	X	O	X	X		O	O	O	O	O	O	O					X	O	O
Planning	X	X	O	X				O	O	O	O	O				O	X	O	O
Model Development	X	X	X	O		O										O	X	O	
Strategies	X	X	X	O		O										O	X	O	
Review	X	X	X	X		X	O					O				X	X		
Instruments	O	X	X	O		O											O		
Orientation	O	X	X	X				X	X		O	O				O			X
In-Service	X	X	X	X		O		X	X	X	O	X							X
Career Planning								O	X	O	X	X							X
Career Referrals									X	X									X
Testing								O	X	O	X	O							X
Job Referrals								X	X	X	O	X							X
Public Relations	X	X	X	X				O	X	X	X	X			O				X
Employer Contacts			X	X				O	X	X	O	X	O	O	X	O			X
Job Development				X					X	X		X	O	O		X			X
Reports	X	X	X	X		X			X	X	X	X			O				
Records		X	X	X					X	X	X	O			O				
Follow-Up Activities	O	X	O	O				O	X	X	O	X	X	X	O		O		X
Program Revision	X		O	X	X			X	X	X	X	X	X	X			X	O	X

KENTUCKY PLACEMENT AND FOLLOW-UP SYSTEM
TIME AND EVENT SCHEDULE

TASKS	DATES
In-Service workshop	August, November February, May
Follow-up system	
Initial Follow-up	February 1, of appropriate year
reports due in Regional Office	March 1, of appropriate year
reports due in Frankfort	April 1, of appropriate year
federal reports due	May 1, of appropriate year
Program Improvement Follow-up	September 1, of appropriate year
reports due	January 1, of appropriate year
Employer Survey	February 15, of appropriate year
reports due in Regional Office	March 15, of appropriate year
reports due in Frankfort	April 1, fo appropriate year
federal reports due	May 1, of appropriate year
Placement system	
Implement	September 1, of appropriate year
Report available job to school office	Daily (or when available)
Report available jobs to Regional Office	Each Wednesday
Summary mailed from Regional Office	Each Friday
Summary received by local school	Each Monday
State employment service interviewer	
Visits local school	Weekly (or as needed)
Student(s) requests placement	Daily

PROCEDURAL TASK LIST

Prepare list of former students for program improvement follow-up.

Prepare list of students from appropriate year program roster known to be working along with the name and address of the employer.

Obtain blank questionnaires.

Place name of school and vocational program code in provided space.

Sign a cover letter to be mailed with each questionnaire.

Address envelope for each questionnaire.

Address return envelope, use school stampe and mark attention Mr. or Ms. (teacher name).

Place stamp on return envelope.

Place questionnaire, cover letter and return envelope in addressed envelope and seal.

Run through postage meter or place stamp on envelope.

Mail questionnaires.

Wait approximately two weeks and send reminder card to the non-respondents.

Keep all returned questionnaires on file until appropriate time.

The initial follow-up will be performed after February 1, of appropriate year.

Keep record of the number of questionnaires and reminders cards mailed.

Estimate the amount of time devoted to placement and follow-up. You will be asked to give this information at a later date.

214

REGIONAL IN-SERVICE PLAN

Regional Management Plan

1. Schedule meeting of regional director and/or other regional personnel from all participating regions.

2. Request that one person in each regional office be appointed to serve as the regional coordinator for placement and follow-up activities.

3. Conduct regional personnel meeting to orient other regional personnel to the system and to the method of implementation.

4. Each regional director or other designated person(s) schedule meeting of chief administrator of all schools in region. Alternative (1) Visit each school individually to explain the system. Alternative (2) Conduct meeting in central location for all school chief administrators and explain the system to all.

5. Ask each school chief administrator to identify three staff members to serve on the local school leadership team. Suggestions for membership; (1) the chief administrator, (2) the counselor, (3) one teacher, in lieu of a counselor on the staff, it is recommended that two teachers serve.

6. Schedule meeting of leadership teams.

7. Conduct in-service workshop for all leadership teams to orient them to the system.

8. Instruct each leadership team to prepare a local school implementation plan.

9. Instruct each leadership team to schedule a meeting of the vocational education staff to orient the other staff members to the system.

10. Ask each regional placement and follow-up coordinator to schedule visits to each of the participating schools in the region.

245

Example

REGIONAL REVIEW COMMITTEE
Local School Leadership Teams

ALLEN COUNTY AREA VOCATIONAL CENTER	Rogers Powell, Coordinator Cynthiana Westmoreland, Teacher Danny Roark, Teacher
BARREN COUNTY AREA VOCATIONAL CENTER	Don Williams, Coordinator Harold Oquist, Teacher Elizabeth Erwin, Teacher
BOWLING GREEN STATE VOCATIONAL–TECHNICAL SCHOOL	Phillip Hampton, Principal Howard Sowders, Principal Wendell Smith, Guidance Counselor William Lindsey, Teacher Shirley Russell, Teacher
COMPREHENSIVE EMPLOYMENT TRAINING ACT	Bill Moore, Coordinator Judy Jackson, Teacher
GLASGOW SCHOOL FOR PRACTICAL NURSING	Rebecca Forrest, Coordinator Jean Kronemeyer, Teacher
MONROE COUNTY AREA VOCATIONAL CENTER	Bob Bierman, Coordinator Billy Proffitt, Teacher Charles Newport, Teacher
RUSSELLVILLE AREA VOCATIONAL CENTER	William Brown, Coordinator Maurice Grayson, Teacher Peggy Violett, Teacher
ALLEN COUNTY-SCOTTSVILLE HIGH SCHOOL	Bennie Keen, Principal Cecil Haven, Guidance Counselor Danny Shipley, Teacher
EDMONSON COUNTY HIGH SCHOOL	Johnny Vincent, Principal Joe Potett, Guidance Counselor Joan Higgs, Teacher
FRANKLIN–SIMPSON HIGH SCHOOL	Kenneth Metcalf, Principal Leon Mooneyhan, Coordinator Vocational Programs Sallie Hammers, Teacher
GLASGOW HIGH SCHOOL	Charles Honeycutt, Principal Lucille Peers, Guidance Counselor Carol Hatler, Teacher
OLMSTEAD HIGH SCHOOL	Lorenzo Davis, Principal R.E. Price, Guidance Counselor Neva Jenkins, Teacher

LEADERSHIP TEAM

In order for the Placement and Follow-up System to function properly, local school personnel must assume the responsibility for implementing and maintaining the system. There must be someone on each school staff appointed to function in the capacity of leader for the local vocational education staff. In order that the entire school staff be involved in placement and follow-up activities, is it suggested that three members of each staff be appointed to serve on the leadership team for the local school.

Criteria for the selection of the leadership team have been developed on the premise that one person from each school function should serve on the team.

The leadership will serve as advisors to the reminder of the vocational education faculty and staff. The local leadership team from each school will serve on the regional review committee, thus all information will be disseminated to the local school through the regional review committee.

Role and Duties of Leadership Team

Actively participate in project in-service education activities.

Provide leadership in local education agency for placement and follow-up activities.

Conduct continuous in-service education activities concerning placement and follow-up processes in their local education agency.

Provide liaison between project staff and local education personnel.

Assist in furthering better relations between the local education agency and business/industry.

Assist in planning and conducting progress review meetings.

Preparing individual local education agency progress reports.

Prepare summary of findings for local education agency.

Present findings to local education agency staff.

Assist in implementing program improvements.

Criteria for Selecting Leadership Team

All team members must be able to communicate with their colleagues and the team must include at least one member who:

Has a role in the school for major decision-making

Is an educational innovator in their vocational program area.

Continuously provides career information to all learners.

The team will consist of three members.

PLACEMENT AND FOLLOW-UP SYSTEM

Local School Plan

1. The Placement and Follow-up committee for ______________________ (school)

will be ______________________ ______________________
name position

______________________ ______________________
name position

______________________ ______________________
name position

2. The chairperson for the committee will be:

______________________ ______________________
name position

3. The student availability file will be sent up by:

____
name

A. The file will be located in:

____

B. The person responsible for maintaining and updating the file will be:

____

4. The person responsible for the job availability file will be:

____

A. The File will be located in:

____

B. The person responsible for maintaining and updating the file will be:

____

C. The person who collects the job availability cards, summarizes the information and sends the report to the regional office each Wednesday will be:

____

D. The person who distributes the job availability list each Monday will be:

____

5. The person responsible for mailing student follow-up questionnaires will be:

____

6. The person responsible for summarizing and reporting follow-up information will be:

____

7. The person responsible for preparing the report of respondents and non-respondents will be:

____

218

8. The person responsible for compiling a list of employers of former vocational students will be:

____

9. The person responsible for utilizing the information as a result of the Placement and Follow-up System will be:

____

10. Outline or describe the plan for staff orientation.

11. Describe plan for informing students of the system.

12. Describe plan for involving citizens, community and/or parents.

13. Identify the local State Employment Service representative.

____

14. Give tentative plan for school visitation by State Employment Service representative.

IN-SERVICE PLAN

The in-service workshop should consist of the following participants:

Six vocational schools—coordinators, two teachers (State School—Counselor)	18
Five County and/or independent Schools, Principal, Counselor and vocational teacher	15
Regional Vocational Education Staff	5
Bureau for Manpower Services	14
Guidance—(State and Regional)	3
Kentucky Bureau of Vocational Education Staff	5

Tasks to the addressed prior to the workshop:

- Develop goal
- Develop objectives
- Develop agenda for workshop
- Develop outline for presentations
- Identify presenters
- Contact presenters
- Dates for workshop
- Location of workshop
- Reserve lodging, meeting rooms
- Schedule meal functions
- Design workshop program
- Contingency plan for "no-show" presenters
- Identify workshop packet of materials
- Design presenter evaluation form

Example
Region Four
RURAL MANPOWER SCHEDULE
Bowling Green Office

Office Hours 8:00 a.m. to 1:00 p.m., Monday through Friday

Allen County

Lance P. Hakanson
Rural Manpower Representative
505 E. Main Street
Scottsville, KY 42164

PH: 237-4785

Edmonson County

Wayne Page
Rural Manpower Representative
Wilkes Clinic Building
Brownsville, KY 42210

PH: 597-2212

Simpson County

Cathy O. Ross
Rural Manpower Representative
207 N. Water Street
Franklin, KY 42134

PH: 586-5251

Butler County

David R. Dougherty
Rural Manpower Representative
Courthouse–c/o General Delivery
Morgantown, KY 42261

PH: 526-3671

Logan County

Joseph H. Greenwell
Rural Manpower Representative
P.O. Box 187
Russellville, KY 42276

PH: 726-3897

Warren County

Ray Lanham
Rural Manpower Supervisor
803 Chestnut Street
Bowling Green, KY 42101

PH: 781-6170

Glasgow Office

Office Hours 8:00 a.m. to 1:00 p.m., Monday through Friday

Barren County

Lou Ann Simpson
Rural Manpower Representative
445 N. Green Street
Glasgow, KY 42141

PH: 651-2121

Hart County

Eugene Ford
Rural Manpower Representative
P.O. Box D
Munfordville, KY 42765

PH: 524-0320

Metcalfe County

Peggy England
Rural Manpower Representative
P.O. Box 345
Edmonton, KY 42129

PH: 432-5022

Monroe County

Charles McLellan
Rural Manpower Representative
505 N. Main
Tompkinsville, KY 42167

PH: 487-8382

OBJECTIVES FOR IN-SERVICE

1. Leadership team will be able to express the rationale for the placement and follow-up system.
2. Leadership team will be able to express basis philosophy and basic concepts of the placement and follow-up.
3. Leadership team will be able to outline the procedures for conducting a local placement and follow-up program.
4. Team leaders will be able to describe in detail a placement and follow-up system.
5. Team leaders will be able to enhance cooperative endeavors for a total placement and follow-up system.
6. Team leaders will be able to conduct adequately in-service education meeting with the LEA staff.

Suggested Format

IN-SERVICE WORKSHOP AGENDA

First Day

9:30	Registration	
10:00-10:10	Welcome	Bob Gray
10:10-10:30	Project History	Martha Raymer
10:30-11:00	Need for Placement and Follow-up	Guest Speaker
11:00-11:30	Kentucky's need for Placement and Follow-up	Bureau Representative
11:45	Lunch	
1:00-1:30	Role and Duties of the Leadership Team	Martah Raymer
1:30-2:00	Overview of the Placement System	Bob Brown Bob Gray
2:00-2:30	Break	
2:30-4:00	Interaction Analysis–Placement System	Groups
6:00-7:30	Dinner	
7:30-8:00	Overview and Follow-up System	Stokley Hall Bob Gray
8:00-8:30	"A Look at the Book"	Martha Raymer

Second Day

8:30-10:00	Dynamic Analysis–Follow-up System	Groups
10:00-10:30	Break	
10:30-10:50	Development of School Plan for Placement and Follow-up System	Martha Raymer
10:50-11:30	One School's Plan–Questions and Answers–Symposium	Local School Personnel
11:45-1:00	Lunch	
1:00-2:00	Leadership Team–Development of Local Plans	Leader and Local Teams
2:15-2:45	Future Plans	Martha Ramyer Bob Gray
2:45	Adjourn	

PART VI
PLAN FOR PROGRAM IMPROVEMENT

PLAN FOR PROGRAM IMPROVEMENT

The importance of program improvement has previously been emphasized throughout the context of the placement and follow-up administrative procedure.

This section is designed to provide an orientation to the basics of developing and implementing a formal procedure for program assessment and revision.

The information generated from the program improvement and the employer survey serves as the basis for determining revision and/or improvement needs pertinent to the local instructional program. This particular phase of the placement and follow-up system deals primarily with methods of assismilating the information from the program improvement follow-up and the employer survey into a usable format adaptable to program improvement use by local administrators and teachers.

The program improvement plan consists of two forms, the first of which is designed to provide an opportunity for the teacher to list warranted program changes, relative to the follow-up, along with the teachers plan for producing the change. The second form provides an opportunity for the teacher to list the plans for producing the change, along with the progress made toward producing the change.

This program improvement plan may be implemented in a variety of ways. Based on the result of the field-test in Vocational Education, Region Four during FY '78, it is recommended that an in-service workshop be conducted at the local school level involving all vocational teachers and administrators having responsibility to that facility. The method provides an opportunity for open discussion among the personnel, thus producing a plan more conducive to local implementation and future success.

EXAMPLE

RESULTS OF FOLLOW UP	WAYS TO IMPROVE VOCATIONAL PROGRAM AS RESULT OF FOLLOW-UPS
EMPLOYER SURVEY (Items receiving Below Average rating) I. 1. Quality of employee's work	I. 1. Teacher maintain high standards of performance. Use variety in forms of testing to be certain the student can do qualidy work. Allow student to evaluate their own and other students work, then compare with teacher evaluation to locate quality deficiences. Have speaker from local industry speak on industry losses resulting from inferior quality work. Set up role playing situations with simulated industry operating with employees performing low quality work.
II. 5, Cooperation with co-workers.	II.
III. Comments "needs only more experience on the job to become a very good craftsman. The employee possesses good skills and work knowledge and common sense. The employee is a little slow at times."	III. Comments
PROGRAM IMPROVEMENT FOLLOW-UP 7. How well did your vocational training prepare you to secure and hold your job? ANSWER: Fair Suggestion for improvement: Equipment I used in vocational school was too old	7.

256

PLAN FOR PROGRAM IMPROVEMENT AS RESULT OF FOLLOW-UP SURVEYS

Name of Program ______________________________ Date ______________

School ______________________________________ Teacher ____________________

EMPLOYER COMMENTS (from Employer Survey)	PLANS FOR PROGRAM IMPROVEMENT
STUDENT COMMENTS (from Program Improvement Follow-Up)	
OTHER COMMENTS (from Advisory Committee, parents or former students)	

REPORT OF PROGRAM IMPROVEMENT AS RESULT OF FOLLOW-UP SURVEYS

Name of Program ______________________ Date ______________________

School ______________________ Teacher ______________________

Plans for Program Improvement	Progress Made

258

GLOSSARY

Terminology with Definitions

Vocational Education: That phase of education where the major objective is prepartion for gainful employment, the upgrading of existing skills to assist one in advancing in the occupation or making necessary adjustments for changing occupations.

Direct Operated Program: Vocational education program under the direction of the State Board of Occupational Education and administered through the Bureau of Vocational Education.

Reimbursed Program: Vocational education program operated by a local school board and the cost reimbursed by the Bureau of Vocational Education upon proof of the program meeting specified criteria.

Student: A person engaged in a learning process.

Trainee: Synonymous with student, but may be used to denote individuals in training in adult classes for specific jobs such as those designed for new industry or C.E.T.A.

Enrollement: The results of completing all requirements for admittance to a vocational education program or class.

Education: The total of one's experiences.

Training: One phase of the education process usually heavy in the psychomotor domain.

Graduation: The act of recognition by an institution that an indivudal has completed all requirements of a pre-planned curriculum.

Completion: The fulfillment of all requirements for a prescribed course of study with specific competencies and objective(s).

Termination: The end of a formal educational experience.

Completer: (fullcourse): One who has achieved established objectives in order to become proficient in all activities within an instructional program.

Completer (early): One who has achieved established objectives in order to become proficient in a specific activity within an instructional program.

Exitee: One who leaves a formal instructional program.

Terminee: Synonymous with exitee.

Placement: The next step in one's ladder.

Form Approved
OMB No. 76-RO680

OCCUPATIONAL GRADUATE EMPLOYMENT QUESTIONNAIRE

REPORTS CONTROL SYMBOL 22-12

IMPORTANT-Read instructions on reverse carefully before completing this questionnaire.

1. WERE YOU ON ACTIVE DUTY IN THE ARMED FORCES OF THE U.S. WHEN YOU COMPLETED THIS COURSE?

☐ YES *(If "YES," no further questions need to be answered)* ☐ NO *(If "NO," continue to question 2A)*

2A. SINCE COMPLETING THIS COURSE OF TRAINING, HAVE YOU EVER WORKED IN AN OCCUPATION DIRECTLY RELATED TO THIS TRAINING?

☐ YES *(If "YES," complete Items 2B and 2C and then skip to Item 6A)* ☐ NO *(If "NO," continue to question 3A)*

2B. OCCUPATION AND MOST IMPORTANT DUTIES OR ACTIVITIES

2C. NAME AND ADDRESS OF THAT EMPLOYER

3A. SINCE COMPLETING THIS COURSE OF TRAINING HAVE YOU EVER WORKED IN A CLOSELY RELATED JOB, COMPARABLE IN LEVEL TO THE TYPE OF WORK FOR WHICH THIS COURSE PROVIDED TRAINING? *(Answer "yes" only if the skills you have used from this course are essential for satisfactory performance of the "closely related" job.)*

☐ YES *(If "YES," complete Items 3B and 3C and skip to Item 6A)* ☐ NO *(If "NO," continue to question 4A)*

3B. OCCUPATION AND MOST IMPORTANT DUTIES OR ACTIVITIES

3C. NAME AND ADDRESS OF THAT EMPLOYER

4A. SINCE YOU ANSWERED "NO" TO QUESTIONS 2A AND 3A, ABOVE, HAVE YOU BEEN AVAILABLE FOR EMPLOYMENT IN THE TYPE OF WORK FOR WHICH THIS COURSE PROVIDED TRAINING?

☐ YES *(If "YES," skip to Item 6A)* ☐ NO *(If "NO," complete Item 4B)*

4B. CHECK THE BOX BELOW WHICH BEST EXPLAINS WHY YOU HAVE NOT BEEN AVAILABLE FOR EMPLOYMENT IN THIS TYPE OF WORK

☐ (1) I TOOK THE COURSE FOR PERSONAL ENRICHMENT AVOCATIONAL OR RECREATIONAL PURPOSES ONLY
☐ (2) I HAVE CONTINUED MY SCHOOLING
☐ (3) I BECAME DISABLED AND CANNOT DO THIS TYPE OF WORK
☐ (4) I BECAME PREGNANT, CAUSING ME TO FOREGO A NEW CAREER
☐ (5) I WAS UNWILLING TO MOVE TO A NEW LOCALITY TO TAKE AN AVAILABLE JOB
☐ (6) MY MARITAL STATUS CHANGED, CAUSING ME TO FOREGO A NEW CAREER
☐ (7) OTHER REASON *(Explain)*

5. REMARKS

6A. SIGNATURE OF GRADUATE	6B. DATE SIGNED	6C. GIVE TELEPHONE NUMBER WHERE YOU CAN BE REACHED

THIS IS THE END OF THE QUESTIONNAIRE. THANK YOU FOR YOUR COOPERATION. PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED, PRE-ADDRESSED ENVELOPE. PLEASE MAIL IT TODAY.

TO BE COMPLETED BY SCHOOL

DATA PROVIDED BY:

☐ QUESTIONNAIRE ☐ INTERVIEW ☐ SCHOOL RECORDS

DATA AUTHENTICATED BY: *(Signature and Title of school official)*	DATE

960543

VA FORM OCT 1976 **22-8722**

SUPERSEDES VA FORM 22-8722, MAY 1975, WHICH WILL NOT BE USED.

(Insert school name and address or letterhead)

NAME OF GRADUATE

ADDRESS OF GRADUATE

School records show that you completed the following course on the date shown:

TITLE OF COURSE *(Program)*	DATE COMPLETED

We are required by Public Law 93-508 to obtain information for all persons completing the course identified above. This information will be provided to the State approving agency which approves courses for veterans training under the GI bill. It may also be made available to certain agencies of the Federal government.
THE INFORMATION YOU PROVIDE WILL BE USED FOR STATISTICAL PURPOSES ONLY AND YOU WILL NOT BE IDENTIFIED IN REPORTS PREPARED FROM THESE DATA.

Please provide answers to questions on the other side of this page. The instructions for each question are given below. If your address has changed from the one shown above, please give your new address in item 5 (Remarks).

Question 1:	This question is intended to identify only those persons who were on active duty in the Armed Forces of the U.S. at the time they COMPLETED this course. Persons answering "YES" to question 1 should not complete the remainder of the questionnaire but should return it in the enclosed, pre-addressed envelope.
Question 2:	This question is intended to identify persons who have worked in the specific occupational category for which the course was designed to provide training.
Question 3:	This question is intended to identify persons who have worked in an occupational category of comparable level which is closely related to the occupational category for which the course was designed to provide training. You should answer "YES" only if the skills you have used from this course are essential for satisfactory performance of the "closely related" job. (For example: A keypunch operator is not a closely related job for a computer operator course; a local delivery truck driver is not a closely related job for a large diesel tractor trailer operator course.)
Question 4:	This question is intended to identify persons who have not been available for employment in a directly related or closely related occupational category or who have been unwilling to accept a reasonable offer of such employment.

PRIVACY ACT INFORMATION - This report is authorized by law (38 U.S.C. 1673 and 1723). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely. This information will be used to determine the effectiveness of a portion of the VA's educational benefits program. Responses which are submitted may be released to the VA or to other agencies of the Federal Government as permitted by law.

Form Approved
OMB No. 76-RO688

VETERANS ADMINISTRATION

OCCUPATIONAL GRADUATE EMPLOYMENT REPORT (Schools)

REPORTS CONTROL SYMBOL 22-12

IMPORTANT–Carefully read instructions on reverse before completing this form.

NAME AND ADDRESS OF SCHOOL

SCHOOL TELEPHONE NO. *(Include Area Code)*

NAME OF COURSE *(Program)*

PERIOD COVERING PERSONS COMPLETING OR DISCONTINUING TRAINING
FROM TO

LINE NO.	DESCRIPTION	ENTRY	FOR VA USE ONLY CARD COL.
			1
1	PERSONS WHO COMPLETED OR DISCONTINUED TRAINING		2-6
2	NUMBER WHO DID NOT COMPLETE COURSE *(Including persons on active duty)*		7-11
3	REMAINDER *(Line 1 minus Line 2)*		12-16
4	PERSONS WHO COMPLETED COURSE WHILE IN RECEIPT OF VA EDUCATIONAL ASSISTANCE ALLOWANCE AND WHILE ON ACTIVE DUTY IN THE ARMED FORCES OF THE U. S.		17-19
5	REMAINDER *(Line 3 minus Line 4)*		20-24
6	PERSONS TO BE SURVEYED *(If Line 5 is 300 or less, use Line 5. If Line 5 is greater than 300, sampling may be used. Persons discovered to be in service will be replaced by others)*		25-29
7	UNABLE TO CONTACT		30-32
8	PERSONS CONTACTED *(Line 6– Line 7)*		33-37
9	NO RESPONSE *(Including refusals)*		38-40
10	TOTAL RESPONDENTS *(Line 8– Line 9)*		41-45
11	MINIMUM ACCEPTABLE RESPONSE FOR PERSONS CONTACTED *(Line 8 x .60) (Round to nearest whole number)*		46-49
12	RESPONSE BASE ADJUSTED FOR RESPONSE RATE *(Enter number from Line 10 or Line 11, whichever is greater)*		50-54
13	EXCLUDED RESPONSES–TOTAL		55-58
▨	A. DISABLED		59-61
▨	B. IN TRAINING		62-64
▨	C. PERSONAL ENRICHMENT, AVOCATIONAL, OR RECREATIONAL		65-67
▨	D. PREGNANT		68-70
▨	E. CHANGE IN MARITAL STATUS *(cannot start new career)*		71-73
▨	F. UNWILLING TO MOVE TO NEW LOCALITY		74-76
▨	G. OTHER VALID REASONS		77-79
14	PERCENT OF RESPONSES USED *(Line 10–Line 13; divided by Line 10) (Round to nearest tenth of percent)*		80-82
15	RESPONSE BASE FURTHER ADJUSTED FOR EXCLUSIONS *(Line 12 x Line 14) (Divided by 100) (Round to nearest whole number)*		83-87
16	EMPLOYED IN TYPE OF WORK FOR WHICH TRAINED		88-92
17	EMPLOYED IN A CLOSELY RELATED TYPE OF WORK WHICH REQUIRES SUBSTANTIAL USAGE OF SKILLS LEARNED IN THIS COURSE		93-97
18	PERCENT EMPLOYED IN THE SAME TYPE OF WORK *(Line 16 divided by Line 15) (Round to nearest tenth of a percent)*		98-101
19	PERCENT EMPLOYED IN THE SAME OR A CLOSELY RELATED TYPE OF WORK *(Line 16 + Line 17; divided by Line 15) (Round to nearest tenth of a percent)*		102-106

SIGNATURE AND TITLE OF SCHOOL OFFICIAL

DATE

CERTIFICATION BY STATE APPROVING AGENCY–This report has been checked and we find that it ☐ Does ☐ Does Not support at least a 50 percent employment level in the same or a closely related type of work for which trained.

SIGNATURE AND TITLE OF STATE OFFICIAL

DATE

FOR VA USE ONLY	COURSE CODE *(106-109)*	FACILITY CODE *(110-117)*	RO NUMBER *(118-119)*	*(120)*

VA FORM OCT 1976 **22-8723**

SUPERSEDES VA FORM 22-8723, MAY 1975, WHICH WILL NOT BE USED.

INSTRUCTIONS FOR THE OCCUPATIONAL GRADUATE EMPLOYMENT REPORT (SCHOOLS)

NOTE: The schools will submit to the State approving agencies employment questionnaire data for individual vocational courses.

LINE 1—Enter on this line the number of persons who completed or discontinued training in the course during the stated time period. Persons will be identified as having discontinued training if they stopped training during the two year report period without completing the course and had not resumed training by the end of the cited two year period.

LINE 2—Enter on this line the number of persons reported on line 1 above who are in the "discontinued training" category.

LINE 3—Enter on this line the difference between the numbers reported on lines 1 and 2.

LINE 4—Enter on this line the number of persons included on line 3 who were on active duty in the Armed Forces at the time they completed training in this course while receiving VA educational assistance allowance.

LINE 5—Enter on this line the difference between the numbers reported on lines 3 and 4.

LINE 6—Enter on this line the number of persons to be surveyed. This will be the same as the entry on line 5 unless that number exceeds 300. If the entry on line 5 does exceed 300, the number to be entered on line 6 may be developed in accordance with sampling instructions or the entire number from line 5 may be used. Persons in the sample discovered to be in service will be replaced by other non-service persons.

LINE 7—Enter on this line the number of persons in the survey (line 6) who were not contacted by the school. (Reasonable efforts must have been made by the school to contact all persons included in the survey.)

LINE 8—Enter on this line the difference between the numbers on lines 6 and 7.

LINE 9—Enter on this line the number of persons included on line 6 who did not respond or who refused to provide the requested information. The "no response" category will include persons who presumably were reached through the mail (the questionnaires were not returned as undelivered by the post office) but who did not respond.

LINE 10—Enter on this line the number of persons included on line 6 who provided the requested information or for whom the necessary information already was available in the school files (line 8 minus line 9).

LINE 11—This line is to be used only if the response rate attained (line 10 divided by line 8) is less than .60. When this occurs, compute the entry for line 11 by multiplying the entry on line 8 by .60 and rounding to the nearest whole number.

LINE 12—Enter on this line the number from line 10, except if a larger number is on line 11 enter the number from line 11.

LINE 13—Enter on this line the number of persons who are to be excluded from the analysis because the response established that the person completing the course has not been available for employment in the type of work for which the course provided training, or has unreasonably refused to accept such employment. In order to exclude a response on this basis it is necessary that the information obtained in the survey clearly establish that the person has not been available for such employment since completing the course or that the person has unreasonably refused offers of such employment. Any exclusions reported on line 13 will be reported under the applicable reason listed under line 13. The entry on line 13 must equal the sum of the entries for those specific reasons. Note: In no instance will more than one reason for exclusion be reported for a person in the survey. If two or more reasons are listed on the questionnaire, only the reason with the lowest number will be listed.

LINE 14—The entry on this line will be derived by subtracting the entry on line 13 from the entry on line 10 and dividing the difference by the entry on line 10. Multiply the quotient by 100 and round the percent to the nearest 10th of a percent.

LINE 15—Enter on this line the response base which has been further adjusted by allowing for deletion of exclusions. This computation has the effect of allowing for exclusions among any non-respondent added to the response base in line 12 above, at the same rate that exclusions occurred among the respondents. This entry will be derived by multiplying the entry on line 12 by the entry on line 14 and dividing by 100. Round to the nearest whole number. (Example 1: 145 X 67.6 = 98.)

LINE 16—Enter on this line the number of respondents who have been employed in the specific occupational category for which the course was designed to provide training.

LINE 17—Enter on this line the number of respondents who have been employed in a closely related occupational category which requires a high degree of use of skills learned from this course. Respondents will be included in this entry *only* if the skills used from this course are essential for satisfactory performance of the "closely related" job.

LINE 18—Enter on this line the percent of respondents employed in the same type of work for which trained. Compute the entry for this line by dividing the entry on line 16 by the entry on line 15 and multiplying the quotient by 100. Round the percent to the nearest 10th of a percent.

LINE 19—Enter on this line the percent of respondents employed in the same type of work for which trained, or in a closely related type of work. Compute the entry for this line by dividing the sum of the entries on lines 16 and 17 by the entry on line 15 and multiplying the quotient by 100. Round the percent to the nearest 10th of a percent.

APPENDIX B

PLACEMENT AND FOLLOW-UP SYSTEM

Local School Plan

1. The Placement and Follow-up committee for ______________________
(school)

will be ______________________ ______________________
name position

______________________ ______________________
name position

______________________ ______________________
name position

2. The chairperson for the committee will be:

______________________ ______________________
name position

3. The student availability file will be set up by:

____
name

A. The file will be located in:

____

B. The person responsible for maintaining and updating the file will be: ______________________

4. The person responsible for the job availability file will be:

____

A. The file will be located in:

____

B. The person responsible for maintaining and updating the file will be: ______________________

C. The person who collects the job lead cards summarizes the information and sends the report to the regional office each Wednesday will be: ______________________

D. The person who distributes the job availability list each Monday will be: ______________________

5. The person responsible for mailing student follow-up questionnaires will be: ____________________________

6. The person responsible for summarizing and reporting follow-up information will be: ____________________________

7. The person responsible for preparing the report of respondents and non-respondents will be: ____________________________

8. The person responsible for compiling a list of employers of former vocational students will be: ____________________________

9. The person responsible for identifying the former students for the non-completor follow-up will be: ____________________________

   A. The person responsible for performing the non-completor follow-up will be: ____________________________

   B. The person responsible for collecting and summarizing the non-completor follow-up information will be: ____________________________

10. The person responsible for utilizing the information produced as a result of the Placement and Follow-up System will be:

____

APPENDIX C

PLACEMENT AND FOLLOW-UP SYSTEM

Employer Survey

Vocational Education Region IV
FY 1978-79

Number of employers surveyed	386
Number of employers responding	233
Total Percentage	60
Number of questionnaires mailed	735
Number of questionnaires returned "not deliverable"	9
Number of questionnaires returned not completed	45
Number of questionnaires returned with recordable data	426
Late questionnaires after summary	6
Total Percentage of Questionnaires returned	65

EMPLOYER SURVEY
CLASS SUMMARY

Allen County Area Vocational Education Center

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Auto Mechanics	17	15	88	20	16	80
Business & Office	32	21	66	55	43	78
Carpentry	11	6	55	14	9	64
Drafting	10	6	60	18	12	67
Electricity	7	5	71	9	7	78
TOTAL	77	53	69	116	87	75

EMPLOYER SURVEY
CLASS SUMMARY

Barren County Area Vocational Education Center

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Business & Office	38	30	79	66	44	67
Carpentry	3	1	33	5	1	20
Health	18	11	61	30	13	43
Machine Shop	2	1	50	4	2	50
Welding	5	1	20	9	2	22
TOTAL	66	44	67	114	62	54

Bowling Green State Voc.
Technical School

EMPLOYER SURVEY
CLASS SUMMARY

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Air Conditioning	10	7	70	11	8	73
Carpentry	14	6	43	16	7	44
Commercial Foods	16	7	44	20	11	55
Distributive Ed.	11	5	45	12	5	42
Drafting	5	4	80	5	4	80
Electricity	12	7	58	12	7	58
Graphic Arts	13	8	62	18	13	72
Health Careers	13	5	38	20	10	50
Machine Shop	8	4	50	18	14	78
Masonry	4	1	25	5	2	80
PreHealth	15	9	60	26	15	58
Radio & T.V.	21	14	67	22	15	58
Small Engine Rep.	14	4	29	17	6	35
Surgical Tech.	13	11	85	21	18	86
Technical Drafting	6	6	100	10	9	90
Welding	13	8	62	22	13	59
TOTAL	188	106	56	255	157	62

EMPLOYER SURVEY
CLASS SUMMARY

Glasgow School for Health Occupations

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
L.P.N.	22	13	59	65	23	35
TOTAL	22	13	59	65	23	35

EMPLOYER SURVEY
CLASS SUMMARY

Monroe County Area Vocational Education Center

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Auto Mechanics	6	5	83	8	7	88
Business & Office	15	6	40	15	6	40
Drafting	10	6	60	14	10	71
TOTAL	31	17	55	37	23	62

EMPLOYER SURVEY
CLASS SUMMARY

Russellville Area Vocational Education Center

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Auto Mechanics	9	6	67	10	7	70
Business & Office	9	6	67	10	7	70
Carpentry	6	6	100	6	6	100
Electricity	11	9	82	16	14	88
Electronics	8	3	38	13	7	54
Health Careers	5	4	80	11	9	82
Machine Shop	8	8	100	16	16	100
TOTAL	56	42	75	82	66	80

EMPLOYER SURVEY
CLASS SUMMARY

Allen County High School

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Agriculture	23	8	35	23	8	35
Distributive Ed.	15	6	40	16	7	44
TOTAL	38	14	37	39	15	38

EMPLOYER SURVEY
CLASS SUMMARY

Edmonson County High School

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Agriculture	4	4	100	4	4	100
Business & Office	8	4	50	8	4	50
TOTAL	12	8	67	12	8	67

EMPLOYER SURVEY
CLASS SUMMARY

Franklin-Simpson High School

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Agriculture	10	5	50	11	5	45
Business & Office	22	15	68	23	17	74
Distributive Ed.	11	9	82	13	11	85
TOTAL	43	29	67	47	33	70

EMPLOYER SURVEY
CLASS SUMMARY

Glasgow High School

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Distributive Ed.	15	7	47	29	10	34
TOTAL	15	7	47	29	10	34

EMPLOYER SURVEY
CLASS SUMMARY

Olmstead High School

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Agriculture	9	7	78	15	10	67
TOTAL	9	7	78	15	10	67

EMPLOYER SURVEY

Summary of Responses

SCHOOL Allen County Vocational Center PROGRAM Drafting

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	12	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	12	
3. The degree to which the employee possesses basic reading, verbal and computational skill	12	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	2	10			

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	10	1
2. Punctuality	10	2
3. Ability to work without supervision	10	2
4. Willingness to learn and improve	11	1
5. Cooperation with co-workers	11	1
6. Compliance with management policies, rules and practices	10	2
7. Work attendance	9	3

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	2	8	2		
C. Overall rating of work quality	1	11			
D. Overall rating of work quantity	3	9			
E. Overall rating of vocational training as it relates to job performance	1	6			

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison	6	2. Individual is better prepared	3
3. Both are about the same	3	4. Individual is less prepared .	

EMPLOYER SURVEY

Summary of Responses

SCHOOL Allen County Vocational Center PROGRAM Carpentry

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	8	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	8	
3. The degree to which the employee possesses basic reading, verbal and computational skill	8	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	3	5			

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	5	3
2. Punctuality	7	1
3. Ability to work without supervision	5	3
4. Willingness to learn and improve	7	1
5. Cooperation with co-workers	7	1
6. Compliance with management policies, rules and practices	6	2
7. Work attendance	8	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	3	2	2	1	
C. Overall rating of work quality	2	4	2		
D. Overall rating of work quantity	3	5			
E. Overall rating of vocational training as it relates to job performance	1	5	1		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 3
2. Individual is better prepared 5
3. Both are about the same ____
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Allen County Vocational Center PROGRAM Secretarial

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	39	1
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	38	2
3. The degree to which the employee possesses basic reading, verbal and computational skill	39	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	8	21	3		

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	39	1
2. Punctuality	33	7
3. Ability to work without supervision	25	15
4. Willingness to learn and improve	36	4
5. Cooperation with co-workers	36	4
6. Compliance with management policies, rules and practices	40	
7. Work attendance	33	7

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	14	21	2	3	
C. Overall rating of work quality	14	23	3		
D. Overall rating of work quantity	12	20	9		
E. Overall rating of vocational training as it relates to job performance	11	11	8		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 19
2. Individual is better prepared . 13
3. Both are about the same 7
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Allen County Vocational Center PROGRAM Auto Mechanics

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	12	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	12	
3. The degree to which the employee possesses basic reading, verbal and computational skill	11	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	2	9			

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	10	1
2. Punctuality	9	3
3. Ability to work without supervision	9	3
4. Willingness to learn and improve	11	1
5. Cooperation with co-workers	11	1
6. Compliance with management policies, rules and practices	10	2
7. Work attendance	10	2

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	2	8	1	1	
C. Overall rating of work quality	4	7		1	
D. Overall rating of work quantity	3	8	1		
E. Overall rating of vocational training as it relates to job performance	3	7	2		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 4
2. Individual is better prepared 8
3. Both are about the same ____
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Allen County Vocational Center PROGRAM Electricity

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	7	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	7	
3. The degree to which the employee possesses basic reading, verbal and computational skill	6	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge					

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	5	1
2. Punctuality	5	2
3. Ability to work without supervision	5	2
4. Willingness to learn and improve	7	
5. Cooperation with co-workers	6	
6. Compliance with management policies, rules and practices	6	1
7. Work attendance	6	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude		6	1		
C. Overall rating of work quality		7			
D. Overall rating of work quantity		4	2		
E. Overall rating of vocational training as it relates to job performance		4	1		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 2
2. Individual is better prepared 3
3. Both are about the same 1
4. Individual is less prepared

EMPLOYER SURVEY

Summary of Responses

SCHOOL Bowling Green Vocational School PROGRAM Electricity

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	8	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	7	1
3. The degree to which the employee possesses basic reading, verbal and computational skill	8	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge	2	3	2		

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	7	1
2. Punctuality	8	
3. Ability to work without supervision	7	1
4. Willingness to learn and improve	8	
5. Cooperation with co-workers	8	
6. Compliance with management policies, rules and practices	8	
7. Work attendance	8	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	4	4			
C. Overall rating of work quality	3	5			
D. Overall rating of work quantity		6	1		
E. Overall rating of vocational training as it relates to job performance	4	4			

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 1
2. Individual is better prepared 4
3. Both are about the same 2
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Bowling Green Vocational School PROGRAM Masonary

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	2	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	2	
3. The degree to which the employee possesses basic reading, verbal and computational skill	2	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge			2		

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	1	1
2. Punctuality	1	1
3. Ability to work without supervision	1	1
4. Willingness to learn and improve	2	
5. Cooperation with co-workers	2	
6. Compliance with management policies, rules and practices	2	
7. Work attendance	2	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude		2			
C. Overall rating of work quality		1	1		
D. Overall rating of work quantity		1	1		
E. Overall rating of vocational training as it relates to job performance		2			

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison ____
2. Individual is better prepared 2
3. Both are about the same ____
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Bowling Green Vocational School PROGRAM Graphics Arts, Printing

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	9	2
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	12	
3. The degree to which the employee possesses basic reading, verbal and computational skill	10	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	2	7	2		

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	10	1
2. Punctuality	10	1
3. Ability to work without supervision	8	3
4. Willingness to learn and improve	11	
5. Cooperation with co-workers	11	
6. Compliance with management policies, rules and practices	10	1
7. Work attendance	10	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	1	9	1		
C. Overall rating of work quality	1	9	1		
D. Overall rating of work quantity	1	8	2		
E. Overall rating of vocational training as it relates to job performance	1	8	2		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 2
2. Individual is better prepared . 7
3. Both are about the same 2
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Bowling Green Vocational School PROGRAM Technical Drafting

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	7	2
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	9	
3. The degree to which the employee possesses basic reading, verbal and computational skill	9	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	2	5	2		

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	9	
2. Punctuality	8	1
3. Ability to work without supervision	8	1
4. Willingness to learn and improve	8	1
5. Cooperation with co-workers	8	1
6. Compliance with management policies, rules and practices	8	
7. Work attendance	8	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	2	6		1	
C. Overall rating of work quality	2	6	1		
D. Overall rating of work quantity	4	5			
E. Overall rating of vocational training as it relates to job performance	2	6	1		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison ____
2. Individual is better prepared 7
3. Both are about the same 2
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Bowling Green Vocational School PROGRAM Machine Shop - Machinest

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	14	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	13	1
3. The degree to which the employee possesses basic reading, verbal and computational skill	13	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	4	8	2		

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	14	
2. Punctuality	14	
3. Ability to work without supervision	12	2
4. Willingness to learn and improve	14	
5. Cooperation with co-workers	14	
6. Compliance with management policies, rules and practices	11	3
7. Work attendance	14	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	7	3	3	1	
C. Overall rating of work quality	3	9	1	1	
D. Overall rating of work quantity	5	5	2	2	
E. Overall rating of vocational training as it relates to job performance	6	5	3		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison		2. Individual is better prepared	6
3. Both are about the same	6	4. Individual is less prepared .	2

EMPLOYER SURVEY

Summary of Responses

SCHOOL Bowling Green Vocational School PROGRAM DE I & Economics of Distribution

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	2	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	2	
3. The degree to which the employee possesses basic reading, verbal and computational skill	2	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	2				

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	1	1
2. Punctuality	2	
3. Ability to work without supervision	2	
4. Willingness to learn and improve	1	
5. Cooperation with co-workers	2	
6. Compliance with management policies, rules and practices	2	
7. Work attendance	1	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	2				
C. Overall rating of work quality	2				
D. Overall rating of work quantity	2				
E. Overall rating of vocational training as it relates to job performance	1	1			

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison ____
2. Individual is better prepared 2
3. Both are about the same ____
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Bowling Green Vocational School PROGRAM Drafting

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	1	1
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	2	
3. The degree to which the employee possesses basic reading, verbal and computational skill	2	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge		1		1	

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	1	1
2. Punctuality	1	1
3. Ability to work without supervision	1	1
4. Willingness to learn and improve		
5. Cooperation with co-workers	2	
6. Compliance with management policies, rules and practices	2	
7. Work attendance	2	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	1			1	
C. Overall rating of work quality	1				1
D. Overall rating of work quantity		1		1	
E. Overall rating of vocational training as it relates to job performance		1	1		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison		2. Individual is better prepared	1
3. Both are about the same		4. Individual is less prepared	1

EMPLOYER SURVEY

Summary of Responses

SCHOOL Bowling Green Vocational School PROGRAM Welding

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	12	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	12	
3. The degree to which the employee possesses basic reading, verbal and computational skill	8	4

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge	1	8	2		

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	12	
2. Punctuality	10	2
3. Ability to work without supervision	10	2
4. Willingness to learn and improve	12	
5. Cooperation with co-workers	12	
6. Compliance with management policies, rules and practices	12	
7. Work attendance	10	2

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	10	2			
C. Overall rating of work quality	2	9	1		
D. Overall rating of work quantity	2	10			
E. Overall rating of vocational training as it relates to job performance	1	9	2		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison	3	2. Individual is better prepared	5
3. Both are about the same	4	4. Individual is less prepared	

EMPLOYER SURVEY

Summary of Responses

SCHOOL Bowling Green Vocational School PROGRAM Food Services

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	8	1
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	10	
3. The degree to which the employee possesses basic reading, verbal and computational skill	9	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge					

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	9	1
2. Punctuality	9	1
3. Ability to work without supervision	9	1
4. Willingness to learn and improve	10	
5. Cooperation with co-workers	10	
6. Compliance with management policies, rules and practices	9	1
7. Work attendance	9	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	5	4	1		
C. Overall rating of work quality	6	4			
D. Overall rating of work quantity	5	5			
E. Overall rating of vocational training as it relates to job performance	5	5			

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 1
2. Individual is better prepared 5
3. Both are about the same 4
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Bowling Green Vocational School PROGRAM Pre-Health

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	12	3
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	12	3
3. The degree to which the employee possesses basic reading, verbal and computational skill	14	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	6	4	4		

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	11	4
2. Punctuality	10	6
3. Ability to work without supervision	10	5
4. Willingness to learn and improve	14	1
5. Cooperation with co-workers	15	1
6. Compliance with management policies, rules and practices	12	2
7. Work attendance	9	5

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	6	7	1	2	
C. Overall rating of work quality	4	7	5		
D. Overall rating of work quantity	5	6	4	1	
E. Overall rating of vocational training as it relates to job performance	1	9	3	2	

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison	3	2. Individual is better prepared	7
3. Both are about the same	5	4. Individual is less prepared .	1

EMPLOYER SURVEY

Summary of Responses

SCHOOL Bowling Green Vocational School PROGRAM Health Careers

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	8	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	8	
3. The degree to which the employee possesses basic reading, verbal and computational skill	8	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	1	5	1		

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	7	1
2. Punctuality	7	1
3. Ability to work without supervision	6	2
4. Willingness to learn and improve	6	1
5. Cooperation with co-workers	7	1
6. Compliance with management policies, rules and practices	5	3
7. Work attendance	8	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude		6	1		
C. Overall rating of work quality		7			
D. Overall rating of work quantity	2	2	4		
E. Overall rating of vocational training as it relates to job performance		5	2		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 2
2. Individual is better prepared 4
3. Both are about the same 1
4. Individual is less prepared . 1

EMPLOYER SURVEY

Summary of Responses

SCHOOL Bowling Green Vocational School PROGRAM Carpentry

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	5	1
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	6	
3. The degree to which the employee possesses basic reading, verbal and computational skill	4	2

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge	2	2	1		

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	5	1
2. Punctuality	5	1
3. Ability to work without supervision	3	3
4. Willingness to learn and improve	5	1
5. Cooperation with co-workers	6	
6. Compliance with management policies, rules and practices	6	
7. Work attendance	5	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	3	2	1		
C. Overall rating of work quality	2	3			
D. Overall rating of work quantity	2	2			
E. Overall rating of vocational training as it relates to job performance	2	3			

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 1
2. Individual is better prepared 3
3. Both are about the same _____
4. Individual is less prepared . 2

EMPLOYER SURVEY

Summary of Responses

SCHOOL Bowling Green Vocational School PROGRAM Air Conditioning

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	4	1
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	4	1
3. The degree to which the employee possesses basic reading, verbal and computational skill	5	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge	1	5			

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	4	1
2. Punctuality	4	1
3. Ability to work without supervision	2	2
4. Willingness to learn and improve	3	2
5. Cooperation with co-workers	5	
6. Compliance with management policies, rules and practices	4	1
7. Work attendance	4	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	2	2	2		
C. Overall rating of work quality	1	4	1		
D. Overall rating of work quantity	1	2	4		
E. Overall rating of vocational training as it relates to job performance	1	4	1		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison	1	2. Individual is better prepared	2
3. Both are about the same	3	4. Individual is less prepared	

EMPLOYER SURVEY

Summary of Responses

SCHOOL Bowling Green Vocational School PROGRAM Surgical Technican

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	15	1
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	16	
3. The degree to which the employee possesses basic reading, verbal and computational skill	16	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	8	7		1	

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	14	4
2. Punctuality	15	1
3. Ability to work without supervision	14	2
4. Willingness to learn and improve	15	1
5. Cooperation with co-workers	16	
6. Compliance with management policies, rules and practices	14	1
7. Work attendance	14	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	8	5	3		
C. Overall rating of work quality	7	6	2	1	
D. Overall rating of work quantity	9	4	2	1	
E. Overall rating of vocational training as it relates to job performance	7	6	2	1	

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison	6	2. Individual is better prepared	9
3. Both are about the same	1	4. Individual is less prepared .	

EMPLOYER SURVEY

Summary of Responses

SCHOOL Bowling Green Vocational School PROGRAM Small Engine Repair

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	5	1
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	5	1
3. The degree to which the employee possesses basic reading, verbal and computational skill	5	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge	3	2	1		

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	5	1
2. Punctuality	5	2
3. Ability to work without supervision	4	2
4. Willingness to learn and improve	4	2
5. Cooperation with co-workers	5	1
6. Compliance with management policies, rules and practices	5	1
7. Work attendance	5	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	3		1	2	
C. Overall rating of work quality	2	2	1		1
D. Overall rating of work quantity	2	2	1		1
E. Overall rating of vocational training as it relates to job performance	3	2	1		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison		2. Individual is better prepared	6
3. Both are about the same		4. Individual is less prepared	

EMPLOYER SURVEY

Summary of Responses

SCHOOL Bowling Green Vocational School PROGRAM Radio and TV Repair

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	13	2
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	15	
3. The degree to which the employee possesses basic reading, verbal and computational skill	15	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge	2	11			

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	14	1
2. Punctuality	14	1
3. Ability to work without supervision	11	4
4. Willingness to learn and improve	13	2
5. Cooperation with co-workers	14	1
6. Compliance with management policies, rules and practices	14	1
7. Work attendance	15	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	4	9	1		
C. Overall rating of work quality	2	11	2		
D. Overall rating of work quantity					
E. Overall rating of vocational training as it relates to job performance	2	10	2		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 3
2. Individual is better prepared 9
3. Both are about the same 2
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Barren County Vocational School **PROGRAM** Secretarial

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	29	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	31	1
3. The degree to which the employee possesses basic reading, verbal and computational skill	28	2

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	10	15	3		

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	32	4
2. Punctuality	34	6
3. Ability to work without supervision	32	8
4. Willingness to learn and improve	32	8
5. Cooperation with co-workers	36	4
6. Compliance with management policies, rules and practices	35	5
7. Work attendance	34	6

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	15	17	4	3	
C. Overall rating of work quality	13	19	3	4	1
D. Overall rating of work quantity	12	16	7	4	
E. Overall rating of vocational training as it relates to job performance	11	12	11		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 22
2. Individual is better prepared 10
3. Both are about the same 4
4. Individual is less prepared . 3

EMPLOYER SURVEY

Summary of Responses

SCHOOL Barren County Vocational School **PROGRAM** Carpentry

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job		1
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	1	
3. The degree to which the employee possesses basic reading, verbal and computational skill	1	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...					

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	1	
2. Punctuality	1	
3. Ability to work without supervision		1
4. Willingness to learn and improve	1	
5. Cooperation with co-workers		1
6. Compliance with management policies, rules and practices		1
7. Work attendance	1	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude			1		
C. Overall rating of work quality			1		
D. Overall rating of work quantity			1		
E. Overall rating of vocational training as it relates to job performance			1		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison		2. Individual is better prepared	1
3. Both are about the same		4. Individual is less prepared .	

EMPLOYER SURVEY

Summary of Responses

SCHOOL Barren County Vocational School PROGRAM Health Careers

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	8	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	6	2
3. The degree to which the employee possesses basic reading, verbal and computational skill	6	2

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge	2	3	2		

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	8	1
2. Punctuality	8	1
3. Ability to work without supervision	6	2
4. Willingness to learn and improve	8	1
5. Cooperation with co-workers	8	1
6. Compliance with management policies, rules and practices	8	1
7. Work attendance	8	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	4	3	1		
C. Overall rating of work quality	4	3		1	
D. Overall rating of work quantity	4	2	1	1	
E. Overall rating of vocational training as it relates to job performance	4	2	1	1	

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 4
2. Individual is better prepared 2
3. Both are about the same 2
4. Individual is less prepared . 1

EMPLOYER SURVEY

Summary of Responses

SCHOOL Barren County Vocational School PROGRAM Machine Shop

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	2	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	2	
3. The degree to which the employee possesses basic reading, verbal and computational skill	2	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge		2			

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	2	
2. Punctuality	2	
3. Ability to work without supervision	2	
4. Willingness to learn and improve	2	
5. Cooperation with co-workers	2	
6. Compliance with management policies, rules and practices	2	
7. Work attendance	2	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude		2			
C. Overall rating of work quality		2			
D. Overall rating of work quantity		2			
E. Overall rating of vocational training as it relates to job performance		2			

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison		2. Individual is better prepared	2
3. Both are about the same		4. Individual is less prepared	

EMPLOYER SURVEY

Summary of Responses

SCHOOL Barren County Vocational School **PROGRAM** Distributive Education

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	1	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	1	
3. The degree to which the employee possesses basic reading, verbal and computational skill	1	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge		1			

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	1	
2. Punctuality		1
3. Ability to work without supervision	1	
4. Willingness to learn and improve	1	
5. Cooperation with co-workers		1
6. Compliance with management policies, rules and practices	1	
7. Work attendance	1	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude		1			
C. Overall rating of work quality		1			
D. Overall rating of work quantity		1			
E. Overall rating of vocational training as it relates to job performance		1			

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison _____
2. Individual is better prepared 1
3. Both are about the same _____
4. Individual is less prepared . _____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Glasgow School for Health Occupations PROGRAM Licensed Practical Nurse

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	14	4
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	16	2
3. The degree to which the employee possesses basic reading, verbal and computational skill	17	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...					

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	15	3
2. Punctuality	16	2
3. Ability to work without supervision	15	3
4. Willingness to learn and improve	17	1
5. Cooperation with co-workers	17	1
6. Compliance with management policies, rules and practices	17	1
7. Work attendance	16	2

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	8	8	1	1	
C. Overall rating of work quality	5	9	2	2	
D. Overall rating of work quantity	5	11	1	1	
E. Overall rating of vocational training as it relates to job performance	5	11	1	1	

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 4
2. Individual is better prepared 10
3. Both are about the same 3
4. Individual is less prepared . 1

EMPLOYER SURVEY

Summary of Responses

SCHOOL Monroe County Vocational School PROGRAM Secretarial

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	5	1
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	6	
3. The degree to which the employee possesses basic reading, verbal and computational skill	5	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge	1	1	1		

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	2	1
2. Punctuality	3	
3. Ability to work without supervision	2	1
4. Willingness to learn and improve	3	
5. Cooperation with co-workers	3	
6. Compliance with management policies, rules and practices	3	
7. Work attendance	3	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	3	3			
C. Overall rating of work quality	4	1	1		
D. Overall rating of work quantity	5	1	1		
E. Overall rating of vocational training as it relates to job performance	3	2	1		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison ____
2. Individual is better prepared 5
3. Both are about the same 2
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Monroe County Vocational School PROGRAM Drafting

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	7	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	7	
3. The degree to which the employee possesses basic reading, verbal and computational skill	7	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	1	6			

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	6	1
2. Punctuality	5	2
3. Ability to work without supervision	7	
4. Willingness to learn and improve	7	
5. Cooperation with co-workers	7	
6. Compliance with management policies, rules and practices	7	
7. Work attendance	6	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	3	4			
C. Overall rating of work quality	2	5			
D. Overall rating of work quantity	2	5			
E. Overall rating of vocational training as it relates to job performance	1	3			

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 2
2. Individual is better prepared 3
3. Both are about the same 1
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Monroe County Vocational School PROGRAM Auto Mechanics

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	3	1
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	4	
3. The degree to which the employee possesses basic reading, verbal and computational skill	3	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge	1	1	2		

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	3	1
2. Punctuality	3	1
3. Ability to work without supervision	3	1
4. Willingness to learn and improve	3	1
5. Cooperation with co-workers	4	
6. Compliance with management policies, rules and practices	4	
7. Work attendance	4	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	1	2	1		
C. Overall rating of work quality	1	2	1		
D. Overall rating of work quantity	1	1	1	1	
E. Overall rating of vocational training as it relates to job performance	1	2	1		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison ____
2. Individual is better prepared 1
3. Both are about the same 1
4. Individual is less prepared[1]. 1

EMPLOYER SURVEY

Summary of Responses

SCHOOL Russellville Vocational School PROGRAM Electronics Technology

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	4	3
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	4	3
3. The degree to which the employee possesses basic reading, verbal and computational skill	4	3

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...		4	2	1	

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	5	2
2. Punctuality	4	3
3. Ability to work without supervision	4	3
4. Willingness to learn and improve	5	2
5. Cooperation with co-workers	6	1
6. Compliance with management policies, rules and practices	6	1
7. Work attendance	6	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude		5	2		
C. Overall rating of work quality		4	3		
D. Overall rating of work quantity		4	3		
E. Overall rating of vocational training as it relates to job performance		4	3		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison ____
2. Individual is better prepared 4
3. Both are about the same 2
4. Individual is less prepared . 1

EMPLOYER SURVEY

Summary of Responses

SCHOOL Russellville Vocational School PROGRAM Radio & T.V. Repair

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	1	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	1	
3. The degree to which the employee possesses basic reading, verbal and computational skill		1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge		1			

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	1	1
2. Punctuality	1	1
3. Ability to work without supervision		2
4. Willingness to learn and improve	1	1
5. Cooperation with co-workers	1	1
6. Compliance with management policies, rules and practices	1	1
7. Work attendance	1	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude		1		1	
C. Overall rating of work quality		1		1	
D. Overall rating of work quantity		1		1	
E. Overall rating of vocational training as it relates to job performance		1			

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison ____
2. Individual is better prepared ____
3. Both are about the same 1
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Russellville Vocational School PROGRAM Health Careers

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	6	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	6	
3. The degree to which the employee possesses basic reading, verbal and computational skill	4	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge		4			

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	7	
2. Punctuality	7	
3. Ability to work without supervision	7	
4. Willingness to learn and improve	7	
5. Cooperation with co-workers	7	
6. Compliance with management policies, rules and practices	7	
7. Work attendance	4	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude		7			
C. Overall rating of work quality		5			
D. Overall rating of work quantity		5			
E. Overall rating of vocational training as it relates to job performance		4			

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison ____
2. Individual is better prepared 5
3. Both are about the same ____
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Russellville Vocational Center PROGRAM Machine Shop

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	14	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	14	
3. The degree to which the employee possesses basic reading, verbal and computational skill	14	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	2	12			

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	14	
2. Punctuality	14	
3. Ability to work without supervision	14	
4. Willingness to learn and improve	14	
5. Cooperation with co-workers	14	
6. Compliance with management policies, rules and practices	14	
7. Work attendance	14	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	3	11			
C. Overall rating of work quality	1	13			
D. Overall rating of work quantity	1	13			
E. Overall rating of vocational training as it relates to job performance	1	13			

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 2
2. Individual is better prepared 11
3. Both are about the same 1
4. Individual is less prepared .

EMPLOYER SURVEY

Summary of Responses

SCHOOL Russellville Vocational Center PROGRAM Auto Mechanics

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	7	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	7	
3. The degree to which the employee possesses basic reading, verbal and computational skill	7	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...		7			

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	7	1
2. Punctuality	7	1
3. Ability to work without supervision	8	1
4. Willingness to learn and improve	7	1
5. Cooperation with co-workers	8	1
6. Compliance with management policies, rules and practices	7	1
7. Work attendance	7	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude		6			
C. Overall rating of work quality		6	1		
D. Overall rating of work quantity		6	1		
E. Overall rating of vocational training as it relates to job performance		6	1		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 3
2. Individual is better prepared . 4
3. Both are about the same
4. Individual is less prepared .

EMPLOYER SURVEY

Summary of Responses

SCHOOL Russellville Vocational Center PROGRAM Secretarial

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	5	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	6	
3. The degree to which the employee possesses basic reading, verbal and computational skill	6	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge	1	2			

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	3	2
2. Punctuality	3	2
3. Ability to work without supervision	3	2
4. Willingness to learn and improve	4	1
5. Cooperation with co-workers	5	
6. Compliance with management policies, rules and practices	4	1
7. Work attendance	3	2

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	2	1	1	1	
C. Overall rating of work quality	2	2		1	
D. Overall rating of work quantity	3			2	
E. Overall rating of vocational training as it relates to job performance	1	1	2		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 4
2. Individual is better prepared ___
3. Both are about the same ___
4. Individual is less prepared . 1

EMPLOYER SURVEY

Summary of Responses

SCHOOL Russellville Vocational Center PROGRAM Carpentry

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	5	3
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	5	3
3. The degree to which the employee possesses basic reading, verbal and computational skill	5	2

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...		3			

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	5	3
2. Punctuality	4	1
3. Ability to work without supervision	5	
4. Willingness to learn and improve	5	1
5. Cooperation with co-workers	5	
6. Compliance with management policies, rules and practices	5	
7. Work attendance	5	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	2	3	1	1	
C. Overall rating of work quality	1	4	2		
D. Overall rating of work quantity		3	2	1	
E. Overall rating of vocational training as it relates to job performance		2	4	1	

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison	2	2. Individual is better prepared .	1
3. Both are about the same	3	4. Individual is less prepared .	2

EMPLOYER SURVEY

Summary of Responses

SCHOOL Russellville Vocational Center PROGRAM Electricity

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	12	3
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	13	2
3. The degree to which the employee possesses basic reading, verbal and computational skill	12	3

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	3	8		1	

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	11	2
2. Punctuality	11	2
3. Ability to work without supervision	11	2
4. Willingness to learn and improve	11	2
5. Cooperation with co-workers	11	2
6. Compliance with management policies, rules and practices	11	2
7. Work attendance	11	2

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	3	8		2	
C. Overall rating of work quality	2	9	1	1	
D. Overall rating of work quantity		10	1	1	
E. Overall rating of vocational training as it relates to job performance	2	8	1	1	

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 3
2. Individual is better prepared 5
3. Both are about the same 5
4. Individual is less prepared . 2

EMPLOYER SURVEY

Summary of Responses

SCHOOL Allen County High School PROGRAM Agribusiness I

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	1	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	1	
3. The degree to which the employee possesses basic reading, verbal and computational skill	1	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...		1			

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	1	
2. Punctuality	1	
3. Ability to work without supervision		1
4. Willingness to learn and improve	1	
5. Cooperation with co-workers		1
6. Compliance with management policies, rules and practices		1
7. Work attendance	1	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude			1		
C. Overall rating of work quality			1		
D. Overall rating of work quantity	1				
E. Overall rating of vocational training as it relates to job performance			1		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison _____
2. Individual is better prepared /
3. Both are about the same _____
4. Individual is less prepared . _____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Allen County High School PROGRAM D.E.I - Economics of Distribution

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	4	1
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	5	
3. The degree to which the employee possesses basic reading, verbal and computational skill	5	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	1	2	1		

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	4	1
2. Punctuality	4	1
3. Ability to work without supervision	4	1
4. Willingness to learn and improve	5	
5. Cooperation with co-workers	5	
6. Compliance with management policies, rules and practices	4	1
7. Work attendance	4	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	4		1		
C. Overall rating of work quality	2	3			
D. Overall rating of work quantity	2	1			
E. Overall rating of vocational training as it relates to job performance	1	1	2		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 1
2. Individual is better prepared 2
3. Both are about the same 2
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Allen County High School **PROGRAM** Agricultural Production

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	5	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	5	
3. The degree to which the employee possesses basic reading, verbal and computational skill	5	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge	1	3	2		

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	5	1
2. Punctuality	5	1
3. Ability to work without supervision	5	1
4. Willingness to learn and improve	5	1
5. Cooperation with co-workers	5	
6. Compliance with management policies, rules and practices	5	1
7. Work attendance	5	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	3	3			1
C. Overall rating of work quality		5			1
D. Overall rating of work quantity		4			1
E. Overall rating of vocational training as it relates to job performance	1	3	1		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 1
2. Individual is better prepared 3
3. Both are about the same 1
4. Individual is less prepared 1

EMPLOYER SURVEY

Summary of Responses

SCHOOL Edmonson County High School PROGRAM Ag. Production

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	3	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	3	
3. The degree to which the employee possesses basic reading, verbal and computational skill	3	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge	1	1			

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	3	
2. Punctuality	3	
3. Ability to work without supervision	3	
4. Willingness to learn and improve	3	
5. Cooperation with co-workers	3	
6. Compliance with management policies, rules and practices	3	
7. Work attendance	3	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	1	2			
C. Overall rating of work quality	1	2			
D. Overall rating of work quantity	1	2			
E. Overall rating of vocational training as it relates to job performance	1	1	1		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison	1	2. Individual is better prepared	2
3. Both are about the same		4. Individual is less prepared	

EMPLOYER SURVEY

Summary of Responses

SCHOOL Edmonson County High School PROGRAM Secretarial

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	3	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	2	1
3. The degree to which the employee possesses basic reading, verbal and computational skill	3	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	1	1	1		

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	2	1
2. Punctuality	3	
3. Ability to work without supervision	2	1
4. Willingness to learn and improve	2	1
5. Cooperation with co-workers	3	
6. Compliance with management policies, rules and practices	2	1
7. Work attendance	3	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	2		1		
C. Overall rating of work quality	2		1		
D. Overall rating of work quantity	2		1		
E. Overall rating of vocational training as it relates to job performance	2		1		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 1
2. Individual is better prepared 1
3. Both are about the same 1
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Franklin Simpson High School PROGRAM Economics of Distribution

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	8	2
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	8	2
3. The degree to which the employee possesses basic reading, verbal and computational skill	9	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...					

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	9	1
2. Punctuality	9	1
3. Ability to work without supervision	7	3
4. Willingness to learn and improve	9	1
5. Cooperation with co-workers	9	1
6. Compliance with management policies, rules and practices	9	1
7. Work attendance	9	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	6	3			1
C. Overall rating of work quality	5	4			1
D. Overall rating of work quantity	5	4			1
E. Overall rating of vocational training as it relates to job performance	5	4			1

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 2
2. Individual is better prepared 7
3. Both are about the same ____
4. Individual is less prepared . 1

EMPLOYER SURVEY

Summary of Responses

SCHOOL Franklin Simpson High School PROGRAM Secretarial

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	15	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	15	
3. The degree to which the employee possesses basic reading, verbal and computational skill	15	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...					

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	14	1
2. Punctuality	14	1
3. Ability to work without supervision	14	1
4. Willingness to learn and improve	14	1
5. Cooperation with co-workers	14	1
6. Compliance with management policies, rules and practices	14	1
7. Work attendance	14	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	12	3			
C. Overall rating of work quality	11	4			
D. Overall rating of work quantity	11	3	1		
E. Overall rating of vocational training as it relates to job performance	10	5	1		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison	14	2. Individual is better prepared	10
3. Both are about the same		4. Individual is less prepared .	1

EMPLOYER SURVEY

Summary of Responses

SCHOOL Franklin Simpson High School PROGRAM Agricultural Production

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	5	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	5	
3. The degree to which the employee possesses basic reading, verbal and computational skill	5	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	2	3			

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	5	
2. Punctuality	4	1
3. Ability to work without supervision	5	
4. Willingness to learn and improve	5	
5. Cooperation with co-workers	5	
6. Compliance with management policies, rules and practices	5	
7. Work attendance	5	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	2	3			
C. Overall rating of work quality	1	4			
D. Overall rating of work quantity	1	4			
E. Overall rating of vocational training as it relates to job performance	2	1	2		

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 1
2. Individual is better prepared 2
3. Both are about the same 2
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Glasgow High School

PROGRAM D.E.I - Economics of Distribution

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	4	
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	4	
3. The degree to which the employee possesses basic reading, verbal and computational skill	4	

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...		2			

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	4	2
2. Punctuality	5	1
3. Ability to work without supervision	4	2
4. Willingness to learn and improve	5	1
5. Cooperation with co-workers	6	
6. Compliance with management policies, rules and practices	5	1
7. Work attendance	5	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	1	4			1
C. Overall rating of work quality	1	4	1		
D. Overall rating of work quantity	1	4	1		
E. Overall rating of vocational training as it relates to job performance		4			

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 4
2. Individual is better prepared 1
3. Both are about the same ____
4. Individual is less prepared . ____

EMPLOYER SURVEY

Summary of Responses

SCHOOL Olmstead High School PROGRAM Agribusiness I

The following data reveals the total number of recordable responses per question and selection.

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	6	3
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	7	2
3. The degree to which the employee possesses basic reading, verbal and computational skill	8	1

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge ...	1	6	1		1

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	5	3
2. Punctuality	7	1
3. Ability to work without supervision	6	2
4. Willingness to learn and improve	7	1
5. Cooperation with co-workers	7	1
6. Compliance with management policies, rules and practices	6	2
7. Work attendance	6	2

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	1	5	1	1	1
C. Overall rating of work quality		7		1	
D. Overall rating of work quantity		7			1
E. Overall rating of vocational training as it relates to job performance		7			1

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison 2
2. Individual is better prepared 5
3. Both are about the same 5
4. Individual is less prepared . ____

Allen County High School

Agriculture

In regard to this student his father is employed here. He is in the U. S. Army serving in Hawaii. We do not have him employed. If I can be of any assistance please advise. This letter was misplaced reason for delay in answering.

Individual is no longer with company, Was terminated in November or December, 1978 for excessive absenteeism.

Distributive Education

His training does not apply to his present job, therefore, we are not able to evaluate.

Edmonson County High School

Agriculture

Water Sewer Division of Bowling Green Municipal Utilities has not employed this person.

Business and Office

This person has never been employed by Edmonson County Health Department.

Franklin Simpson High School

Agriculture

His technical knowledge has probably not been greatly enhanced by his vocational technical training. However, it seems an awareness of technical aspects his work are are attributable to his vocational technical experience. In other words his greatest benefits are in the area of attitudes rather than skills.

Business and Office

She is employed as full-time bookkeeper. She is doing a very good job.

She was not employed as a student. Employed last September after graduation. She works as a clerk and does delivery.

Distributive Education

No Comments

Glasgow High School

Distributive Education

Vocational training not directly related to job responsibilities.

This employee only worked a very short time, quite without notice. No rating can be considered.

Olmstead High School

Agriculture

Worked two weeks and never showed up nor called in again.

Allen County Area Vocational Education Center

Auto Mechanics

This person has left our program and is employed by Firestone, Inc. at Bowling Green.

We have no record of this person being employed at our plant or ever being employed.

Business and Office

Subject is highly motivated and generally willing to attempt any task regardless of whether it appeals to her, possibly could be attributed to vocational training but more likely simply personal characteristic. However, demonstrated exceptional ability to handle computers and photo equipment. Vocational background was probably instrumental here.

Subject easily handles books, accounts, business forms, etc. Would say her vocational background makes her a superior employee.

I'm sorry, but we aren't acquainted with anyone by this name.

Seems to lack initiative and doesn't take pride in a job well done with neatness. Notice a set pattern of not using the correct positioning of fingers on adding machine and typewriter, and doesn't change after being shown.

Carpentry

Unable to identify

No one familiar enough to evaluate.

Drafting

Vocational training probably helped this individual to develop better, however, the job performed was not connected with training in such a way that it could be evaluated.

Electricity

No comments.

Barren County Area Vocational Education Center

Business and Office

This employee has an attitude problem. Does not accept constructive criticisms well.

Employee has poor office practice skills; such as eating at desk, having magazines, personal books, etc. lying around -- reading these rather than doing work. Does not get along well with others; is offended if someone returns work for correction of errors, does not prrofread work. Does not have a professional manner of work. Could care less if work is completed. Places a hardship on others -- others have to do their own work unless they want a major confrontation. Studetn is placed at shop by the CETA program.

No longer employed. Left to start family.

She has never been employed by this firm.

Carpentry

No comments.

Distributive Education

No comments.

Health Careers

I am not completing the enclosed survey forms on this student because we had a very negative experience during his period on staff and he was terminated at six months. I feel the survey would reflect unfavorable on the Health Careers Program which I feel is very important. We have had staff members with a Health Career background that have proven an asset to the program. It has been helpful during their orientation, elevated their motivation for this work and directed them to making a career in the Health field. Keep up the good work.

Not employed here. Works for Kentucky State I. C. Facility

She left our employ without any notice of resignation whatsoever! She worked six months. Would probably not rehire.

Last year I received these forms twice on this student. She has never worked for our facility. So I must tell you the same as I did last year. I do not feel that I can evaluate someone who I have never met.

Machine Shop

No comments.

Welding

This student was well trained, he just doesn't care if he works or not, and if he does work, he doesn't try to do a good job.

Bowling Green State Vocational Technical School

Air Conditioning

Not here.

Man has worked out very well.

Carpentry

Technical knowledge is fair but this man needs stronger motivation. He is a good worker and above reproach in attitude. However, he lacks the initiative and drive to make a good supervisor. However, we are proud to have employees of this type.

This man is our most valuable employee. This fact is at least partly attributable to his vocational technical training.

To improve your program, students need more on the job training. More in the classroom actual skills, sawing, nailing and understanding of the complete job to be accomplished.

Commercial Foods

Not here.

Distributive Education

Resigned.

In reference to question II - Vocational Training versus Non-Vocational Training of Employee. She is much easier to train in comparison. Handles customers much more professional than non trained employees. However, their is something that should be considered and that is that her sister which is only 15 and is an outstanding worker and has had no vocational training. The sister has all the qualities that the student has then some. I'm sure that backgrounds have much to do with peoples abilities at anything. But over all the student's performance, over non-trained persons is very good.

Drafting

We have no record of this student ever working for our company in Small Engine Repair.

Electricity

No comments.

Graphic Arts

Not here.

Did not work here.

Health Careers

Employee walked out 4-6-79 - result automatic termination effective same date.

Not here.

Not here.

Machine Shop

No comments.

Masonry

No comments.

PreHealth

No comments.

Radio and T. V. Repair

The grads need more preparation for the business aspects of the T. V. Service field.

Small Engine Repair

No comments.

Surgical Technician

Not here.

Resigned.

An outstanding employee.

He has shown some improvement in the last few months, but still needs a lot of support and constant supervision. Is very slow, but does a good job once he has learned a procedure. Came to us with very little knowledge of the actual operations and being able to follow procedures without being told step by step what would be needed next. Was aware of his limitations when he was employed, but I have been disappointed in the way he has progressed. Seems to have had good classroom instructions but was limited in actual work performance. I am interested in how he was rated at time of graduation. Would appreciate any information that would benefit either the student or myself in helping him develop his skills. How did you rank him in comparison to his classmates and how much practical work did he have?

Technical Drafting

No comments.

Welding

This rating form does not apply due to the fact that she is a third grade teacher and her welding course has no bearing on her ability to perform in the classroom.

Glasgow School for Practical Nurses

Practical Nursing

I don't think this student tries. I think if she had had a good attitude we would have worked with her. I did not know she had a hearing problem until not long before she was asked to resign. She did not work out her two weeks notice. I am sorry about this student and I trust she did better in her next position.

This student has been in Health Careers at local vocational center and also completed L.P.N. school. Now functions as L.P.N. She is making much improvement.

This was an excellent employee.

Has not been employed by us. I don't recognize the name.

Has never been employed by us.

I have not worked with this person and nobody is here now that has worked directly with her. I only have heard that her work was not satisfactory. I recently considered her for an aide position, but was informed that her past work record here was not good.

Not here. Resigned.

Monroe County Area Vocational Education Center

Auto Mechanics

Employee is not performing duties related to Auto Mechanics.

Performs like a self-made man. He can think ahead and make decisions without feeling insecure.

Auto Mechanics not related to job.

Do not know.

Do not know.

Business and Office

No comments.

Drafting

This student is not presently employed in the field for which he received vocational training. Rather, he is employed in the parts department of a Ford Lincoln Mercury Dealership. His performance in this field has been and ramains exemplary in every respect. His progress in this technical field has been well above average. I would like to add, his attitude, character and personal standards are of the very highest caliber. We at Gillie Hyde Ford feel fortunate to have him in our employee. Although not directly related to your querry of his progress in drafting, I hope these comments maybe of some value to you.

At his present job, there is no real basis for comparison of technical skills. The operation of the equipment he runs could be taught to almost anyone off the street.

He operates no equipment. His job requires no more technical knowledge other than visually checking parts for obvious defects.

We have no record of having employed a person by this name.

Unable to identify.

Russellville Area Vocational Education Center

Auto Mechanics

He was never employed as a mechanic. He was employed as an automobile salesman.

This employee hasn't had the opportunity to apply his school training to the job he is now doing.

Business and Office

This girl is very good worker and has excellent attitude. However, the work she is doing is almost unrelated to any training she has had before. She is doing make up on the papers.

His vocational training had little direct relationship to his work here.

Carpentry

No comments.

Electricity

He is working outside the field of his vocational training. Therefore, I'm not able to evaluate his ability or his knowledge of what he was insturcted in. I do feel though that by having had vocational instruction he is better prepared to do satisfactory work and that he will benefit from it even in the printing business. There is always a need in this field to know basic electricity.

Electronics Technology

No comments.

Health Careers

Do not find any record of this person.

Machine Shop

He is a very good worker. We enjoy having him as an employee.

No record of this student at this location.

Radio and T. V. Repair

Quit without notice.